

English Language Arts 2022



Prepared as a cooperative effort by:
Humphrey Public Schools
Stanton Community Schools

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English Language Arts Vision Statements



Students completing the English Language Arts curriculum will strive to meet the expectations of college and career readiness in their reading, writing, communicating, and thinking.

District Mission Statements, Visions, & Goals

Humphrey Public Schools

District Mission

We are building united, lifelong learners that develop opportunities and achieve goals successfully.

Vision

We PLEDGE to be our BULLDOG best every Day!

- Promote academic success
- Lead by example
- Encourage one another
- Do what you love
- Grow as individuals
- Embrace one another's differences.

Stanton Community Schools

District Mission

The Stanton Community Schools exist to create, foster and provide a positive learning environment in which all students can become responsible and productive citizens of the United States of America through academic, physical, social, vocational and emotional growth.

Goals

The students will:

1. Participate in a 21st century learning pedagogy by:
 - a. Meeting or exceeding learning standards in the core curricular areas of Language Arts, Mathematics, Science, and Social Science.
 - b. Acquiring lifelong learning skills such as self-direction, adaptability, and higher-order thinking/problem solving. Also included in these learning skills are researching information & reporting results, developing interpersonal & cross cultural relationships, and utilizing the student's curiosity & creativity.
 - c. Utilizing learning technologies to explore & investigate concepts; access, manage, analyze, & synthesize information; and communicate & produce quality products.
2. Be prepared to compete in a global society following graduation.
3. Develop respect and a positive attitude for themselves and others.
4. Assume civic responsibility as a member of a family, community, nation, and world.
5. Appreciate the arts.
6. Be provided with vocational and technological skills.
7. Have the knowledge and skills needed to maintain healthy and fit bodies throughout their lives.
8. Be provided an environment that stimulates emotional growth.
9. Develop effective work ethics.

Kindergarten ELA Curriculum Guide

Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

LA.K.F.1 Demonstrate knowledge of the organization and basic concepts of print.

- Identify all upper and lowercase letters of the alphabet in isolation and in connected text.
- Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.
- Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.
- Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

Learning Objectives	The learner will demonstrate basic reading skills when reading grade-level texts.
Concepts	uppercase letters, lowercase letters, print carries meaning, sentence structure, proper reading technique
Activities	Template, Vowac , small reading groups, decodables, flashcards
Assessments	Unit Assessments, Benchmark assessment data, EIR, progress monitoring data
Resources	EIR, Wonders tools, Vowac , templates
Key Vocabulary	letters, sounds, voice, print, connected text
Standard Frequency	Ongoing throughout daily templates
Notes & Considerations:	We observe the students' skills for blending, letter naming, letter sounds, producing rhymes, decoding, encoding, tracking print, and overall comprehension.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

LA.K.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Segment and count spoken sentences into words.
- Recognize and begin to produce oral rhymes.
- Count, produce, and segment spoken words into syllables and identify syllable parts.
- Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).
- Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;,' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

Learning Objectives	The learner will be able to blend and segment all parts of a word.
Concepts	segment, blend, produce, count words, count syllables, rhyme, delete syllables, isolate sounds

Activities	Templates, decodables, worksheets, small groups, writing journals, clapping syllables
Assessments	Unit assessments, benchmark assessment data (FSF), progress monitoring data, EIR
Resources	EIR, Wonders tools, Vowac , templates
Key Vocabulary	rhymes, compound words, onsets, rimes, initial, medial, final
Standard Frequency	Ongoing throughout the daily templates
Notes & Considerations:	We observe these concepts on a regular basis throughout templates, decodables, leveled readers, small group activities, and general blending activities.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.K.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.
- e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Learning Objectives	The learner will spell grade-level words.
Concepts	identifying long and short vowel sounds, identifying consonant sounds, decoding and encoding CVC words
Activities	Templates, Vowac , decodables, worksheets, small groups, writing journals
Assessments	Unit assessments, benchmark assessment data, progress monitoring data
Resources	Wonders tools, EIR, templates, Vowac
Key Vocabulary	decode, encode, one-to-one sound to letter correspondences, CVC words, sounds
Standard Frequency	Ongoing throughout the daily templates
Notes & Considerations:	Using inventive spelling is a big deal when encouraging independent spelling in Kindergarten. For example, asking students to spell the word “heart,” they would most likely write the following sounds, “hrt.” That answer is considered correct since they are writing the sounds they hear. Sight words and CVC/CVCC words are expected to be spelled correctly.

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.K.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Recognize upper and lowercase letters automatically and accurately.
- b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.
- c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or

those included in instructional materials).

Learning Objectives	The learner will fluently read and understand grade-level text.
Concepts	recognize upper and lowercase letters, read CVC words, read high-frequency words
Activities	Template, Vowac , decodables, worksheets, small groups, writing journals
Assessments	Unit assessments, benchmark assessment data, progress monitoring data
Resources	Wonders tools, EIR, templates, Vowac , decodables
Key Vocabulary	decodable, consonant-vowel-consonant (CVC), high-frequency words
Standard Frequency	Ongoing throughout the daily templates
Notes & Considerations:	We practice this consistently in Kindergarten with all reading activities.

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

LA.K.RP.1 With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.

Learning Objectives	With help, the learner will retell key details to show their understanding of grade-level text.
Concepts	retell key details, comprehend the story/lesson
Activities	Template, decodables, story time/read alouds, library, retell cards
Assessments	benchmark assessment data, observation, unit assessments, close reading companions
Resources	Wonders tools, decodables, reading companion journals, grade-level books, retell cards
Key Vocabulary	retell, key details, comprehension
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We reference and use the retell cards for this concept.

LA.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.

Learning Objectives	With help, the learner will identify main characters, setting, and important events in grade-level text.
Concepts	identify main characters, setting, and important events in a story
Activities	Wonders books, decodables, library, read alouds, retell cards

Assessments	unit assessments, close reading companions
Resources	wonders tools, decodables, reading companion journals, grade-level books, retell cards
Key Vocabulary	main characters, setting, events
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We reference and use the retell cards for this concept.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.

Learning Objectives	With help, the learner will identify the role of an author and illustrator in grade-level text.
Concepts	define the role of an author and illustrator in a literary text
Activities	Unit stories, library, read alouds
Assessments	Verbal response/explanation
Resources	wonders tools, library books, grade-level books
Key Vocabulary	author, illustrator
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We discuss the reasoning behind the purpose of every story we read in the Wonders series. It is mentioned often in the manual.

LA.K.RP.4 With prompting and support, identify the basic characteristics of literary text.

Learning Objectives	With help, the learner will identify the parts of a book.
Concepts	identify the front cover, back cover, spine, pages, page numbers, title, table of contents
Activities	Unit stories, read alouds, library
Assessments	Verbal response/explanation
Resources	Wonders tools, library books, grade-level books
Key Vocabulary	front cover, back cover, spine, pages, page numbers, title, table of contents
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	The librarian at both schools teaches this concept and it is reinforced throughout the Wonders series.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.K.RP.5 With prompting and support, compare and contrast the experiences of characters in familiar stories.

Learning Objectives	With help, the learner will compare and contrast characters in different stories.
Concepts	compare and contrast characters’ experiences
Activities	unit stories, library, read alouds, grade-level books, graphic organizer
Assessments	verbal and written responses, graphic organizers
Resources	wonders tools, library books, grade-level texts, graphic organizers
Key Vocabulary	compare, contrast, characters
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	The Wonders series has the students compare the two stories in each section or weekly lesson plan.

LA.K.RP.6 With prompting and support, ask and answer questions about key details in a literary text.

Learning Objectives	With help, the learner will ask and answer questions about key details in a story.
Concepts	ask and answer questions about key details in a story
Activities	Unit stories, decodables, read alouds, library
Assessments	Verbal and written responses, draw a picture to respond
Resources	wonders tools, library books
Key Vocabulary	ask, answer, questions, detail
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	As teachers, we model how to ask and answer questions about a story. We model the thinking process out loud.

LA.K.RP.7 With prompting and support, make connections between your own experiences and other cultures in literary texts.

Learning Objectives	With help, the learner will compare and contrast their own experiences with other cultures.
Concepts	compare and contrast personal experiences with other cultures
Activities	Unit stories, library, class discussion
Assessments	verbal and written response

Resources	history books, online resources/videos, wonders tools, library books, weekly reader
Key Vocabulary	experience, culture
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	The Wonders series encourages students to compare their experiences to other cultures. As teachers, we continuously are mentioning the differences and similarities from our culture to other cultures.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary texts independently and proficiently.

LA.K.RP.8 Actively engage in group reading activities with purpose and understanding.

Learning Objectives	The learner will participate in reading activities.
Concepts	engaging in the reading curriculum and activities
Activities	Template, unit stories, class discussion, read alouds, listening
Assessments	Verbal and observation
Resources	wonders tools, library books, grade-level texts, decodables, read aloud books
Key Vocabulary	engage, purpose, understanding, participate
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.

LA.K.RI.1 With prompting and support, identify the main topic and key details in an informational text.

Learning Objectives	With help, the learner will identify the main topic and key details in an informational story.
Concepts	identify the main topic and details
Activities	unit stories, read alouds, science stories, social studies stories, close reading companion
Assessments	verbal, class discussion, close reading companion
Resources	wonders tools, books, magazines, articles, close reading companion, retell cards
Key Vocabulary	main topic, key details, informational text
Standard Frequency	Ongoing throughout the school year

Notes & Considerations:

We discuss these aspects in every story we read in Kindergarten especially when practicing retell skills with the retell cards.

LA.K.RI.2 With prompting and support, identify key individuals, events, or pieces of information in an informational text.

Learning Objectives	With help, identify key people, events, or pieces of information in an informational text.
Concepts	identify key individuals, events, pieces of information
Activities	unit stories, read alouds, science stories, social studies stories, writing prompts, close reading companion
Assessments	verbal, class discussion, close reading companion, writing prompt
Resources	wonders tools, books, close reading companion, articles, magazines, writing worksheets, video
Key Vocabulary	key individuals, key events, key pieces of information, informational text
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We discuss these aspects in every story we read in Kindergarten especially when practicing retell skills with the retell cards.

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.

LA.K.RI.3 With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

Learning Objectives	With help, the learner will identify the author/illustrator's purpose in an informational text.
Concepts	define role of author or illustrator purpose in an informational text
Activities	unit stories, library books, read alouds, video, close reading companions
Assessments	verbal, teacher-led class discussion, close reading companion
Resources	wonders tools, library books, informational grade-level texts, videos, close reading companion
Key Vocabulary	author, illustrator, role, informational text
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We discuss this aspect in every story we read in Kindergarten especially when practicing retell skill with the retell cards.

LA.K.RI.4 With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

Learning Objectives	With help, the learner will use parts of a book to predict the topic of the story.
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Concepts	use text features to predict the topic in a story
Activities	unit stories, decodables, read alouds
Assessments	verbal, class discussion
Resources	wonders tools, decodables, books
Key Vocabulary	text features, title, headings, visuals, topic, informational text
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We reference the book cover and additional clues before reading the book to encourage students to predict what the story is about.

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.

LA.K.RI.5 With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

Learning Objectives	With help, the learner will compare and contrast two informational stories.
Concepts	identify similarities and differences between two informational texts
Activities	unit stories, read alouds, magazines, articles, graphic organizers
Assessments	verbal, class discussion, graphic organizers
Resources	graphic organizers, wonders tools, books, magazines, articles
Key Vocabulary	similarities, differences, informational texts
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	

LA.K.RI.6 With prompting and support, explain the difference between facts and opinions about a topic.

Learning Objectives	With help, the learner will explain the difference between a fact and an opinion.
Concepts	explain the difference between facts and opinions
Activities	science lessons, social studies lessons, writing activities, life skills
Assessments	verbal and written
Resources	stories, writing journals
Key Vocabulary	difference, facts, opinions
Standard Frequency	Statement Chart - utilize sentence strips to determine which ones are an opinion and which sentences are a fact.

	Add in how the informational texts being read during the reading series includes facts. <ul style="list-style-type: none"> Facts must be proven. Opinion is not proven information.
Notes & Considerations:	This has to be built into addition to Wonders since the series does not state any specific information about facts and opinions.

LA.K.RI.7 With prompting and support, make connections between your own experiences and other cultures in informational texts.

Learning Objectives	With help, the learner will compare and contrast their own experiences with other cultures.
Concepts	compare and contrast own experiences with other cultures
Activities	unit stories, read alouds, library, social studies, journal writing
Assessments	verbal, class discussion, written work
Resources	wonders tools, books, videos, journals
Key Vocabulary	connections, experiences, cultures
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We focus on this concept when we read cultural stories but especially around holiday seasons. We compare what other cultures may celebrate or do during the holiday seasons (ex. Thanksgiving, Christmas, etc.). The Wonders series relates information to a lot of different cultures throughout the units.

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational texts independently and proficiently.

LA.K.RI.8 Actively engage in group reading activities with purpose and understanding.

Learning Objectives	The learner will participate in group reading activities.
Concepts	engage in reading activities
Activities	Template, class discussions, decodables, writing activities, reading groups, workbook pages, close reading companion
Assessments	close reading companion, unit assessments, verbal, class discussion, writing work
Resources	close reading companion, unit assessments, writing workbooks, wonders tools, decodables
Key Vocabulary	engage, purpose, understanding
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.K.V.1 Recognize and use conversational and grade-level academic vocabulary.

- a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).
- b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.
- c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.

Learning Objectives	The learner will use grade-level vocabulary.
Concepts	use grade-level vocabulary, use new meanings of familiar words, determine meaning of words using classroom resources
Activities	Unit stories, science, social studies, math, decodables, library, read alouds, writing journals
Assessments	writing journals, class discussion, verbal, unit assessments
Resources	wonders tools, journals, assessments, vocabulary cards, library books, decodables
Key Vocabulary	grade-level, vocabulary, determine new meanings, classroom resources
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.K.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.
- b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.
- c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.
- d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Learning Objectives	The learner will determine why an author used specific language in a grade-level text.
Concepts	sort words into word relationship categories, identify same words and their opposites, ask and answer

	questions about words and phrases to determine their meaning, identify and explain feeling and sensory words
Activities	template, unit stories, read alouds, library, guidance activities, close reading companion
Assessments	verbal, teacher-led class discussion, close reading companion
Resources	wonders tools, books, online materials, INSIGHTS puppets , close reading companion
Key Vocabulary	common words, author, phrases, relationships, opposites, feelings, senses
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	The close reading companion, with the Wonders series, has the students state why the author provided certain clues on a page in a story. The students have to draw, dictate, and write their responses to these questions.

■ WRITING

Foundations of Writing | Apply handwriting skills to communicate ideas and information.

LA.K.FW.1 Demonstrate basic handwriting skills.

- a. Identify and match upper and lowercase manuscript letters.
- b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.
- c. Write left to right and use appropriate spacing between letters and words.

Learning Objectives	The learner will demonstrate Kindergarten handwriting skills.
Concepts	form upper and lowercase letters in primary lines, write left to right with appropriate spacing
Activities	writing, writing journals, Vowac , wonders workbooks, close reading companions, science worksheets, social studies books/worksheets, math worksheets, sensory writing (ex. sand, playdough, etc.) , letter scavenger hunt
Assessments	written
Resources	journals, worksheets, workbooks, close reading companions, Noble & Noble Handwriting , Vowac Handwriting
Key Vocabulary	handwriting, uppercase letters, lowercase letters, primary lines
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	In the beginning of the year, we focus on teaching the basic formation steps when forming letters correctly. Stanton Kindergarten uses the Noble & Noble Handwriting script to teach the letter formation process. Humphrey Public Kindergarten and Preschool use the Vowac script to teach the letter formation process. Stanton Elementary starts using no lines and then moves to using primary lines when introducing letter formation. HPS starts with no lines in 3-year old preschool, primary lines begin in 4-year old preschool and continue into upper grade levels.

LA.K.FW.2 Demonstrate sound-letter concepts when writing.

- a. Segment phonemes orally in single-syllable words.
- b. Demonstrate understanding that syllables are organized around vowel sounds.

Learning Objectives	The learner will write letters to represent corresponding letter sounds.
Concepts	segment single-syllable words, demonstrate that syllables are focused around vowel sounds
Activities	writing, writing journals, Vowac , wonders workbooks, close reading companions, science worksheets, social studies books/worksheets, math worksheets
Assessments	written
Resources	journals, worksheets, workbooks, close reading companion
Key Vocabulary	phonemes, corresponding, demonstrate, syllables
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	The goal for Kindergarteners by the end of the first semester is to be able to identify and write the letter when they hear the corresponding letter sound.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.K.W.1 With prompting and support, form and use complete simple sentences in shared language activities.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).
- d. Form regular plural nouns by adding /s/ or /es/.
- e. Use interrogatives to ask questions.
- f. Use subject-verb agreement in simple sentences.

Learning Objectives	With help, the learner will create grade-level sentences.
Concepts	Use appropriate sentence structure (capital letter at the beginning, proper punctuation, spacing, noun/verb relationship), form plural nouns by adding /s/ or /es/, use question words to form a question sentence, use subject-verb agreement
Activities	writing, writing journals, Vowac , wonders workbooks, close reading companions, science worksheets, social studies books/worksheets, math worksheets
Assessments	written
Resources	journals, worksheets, workbooks, close reading companions
Key Vocabulary	sentence, pronoun, noun, verb, punctuation, plural, question, singular, action, capitalize
Standard Frequency	Ongoing throughout the school year

Notes & Considerations:	In Kindergarten, the teacher typically will provide the idea for a model sentence and talk through the process of writing a good Kindergarten sentence. For example, the teacher may ask a question like, “How does the girl feel?” The student may reply with, “She feels happy.” The teacher may redirect the students to write “The girl feels happy.” The conversation is mainly led by the teacher with student input being encouraged. If a student can write more than one sentence, without additional support, this skill set is considered to be above the expected state standard goal. The goal is for students to be able to write one sentence, with minimal support.
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LA.K.W.2 With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.

- a. Use prewriting activities and resources to generate ideas.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Use feedback from others to improve writing and/or add details.
- d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

Learning Objectives	With help, the learner will use their writing knowledge to write for a purpose.
Concepts	generate writing ideas, use and provide feedback for writing improvement, use appropriate punctuation when writing in different forms, use appropriate digital/multimedia tools to improve writing skills
Activities	brainstorm writing ideas, class writing activities, writing prompts, writing journals, close reading companions
Assessments	written
Resources	Classroom Wall Computer/CleverShare, ipads , teacher laptops
Key Vocabulary	generate, length, complexity, print, appropriate, digital/multimedia, decipher formats, feedback, improve
Standard Frequency	Ongoing with consistent support in the form of a sentence starter, fill in the blank worksheet, close reading companion, etc.
Notes & Considerations:	The purpose of writing in Kindergarten is almost always provided by the teacher. The students are given a prompt when writing and the writing process is worked on as a whole group or with support.

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.K.W.3 With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

Learning Objectives	With help, the learner will write, verbally explain, or draw a personal or fictional story in the correct sequential order.
Concepts	narrate personal or fictional events in order by drawing, dictating, or writing
Activities	class writing activities, writing prompts, writing journals, close reading companions, story retell cards
Assessments	written, verbal, class discussion

Resources	writing journals, close reading companions, writing worksheets
Key Vocabulary	personal, fictional, events, narrate, sequential, order, dictating
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	Both schools focus on more verbal retell than drawing retell. The students use story retell cards that they can place in order of the storyline and then discuss the storyline.

LA.K.W.4 With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.

Learning Objectives	With help, the learner will express and explain the reasoning behind an opinion about a topic or book through drawing, dictating, and/or writing.
Concepts	express an opinion about a topic or a text with one supporting reason using drawing, dictating and/or writing
Activities	class writing activities, writing prompts, writing journals
Assessments	written, verbal, class discussion
Resources	writing journals, writing worksheets, writing workbooks, templates, wonder tools
Key Vocabulary	opinion, topic, text, reason, dictating
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	When we talk about vocabulary, on the templates, we have the students say “why” they do something or “why” they have a certain opinion.

LA.K.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

Learning Objectives	With help, the learner will create an informative sentence about a topic or text with one supporting fact by drawing, dictating, and/or writing.
Concepts	create an informative sentence with one supporting fact about a topic or text by drawing, dictating, and/or writing
Activities	class writing activities, writing prompts, writing journals, close reading companion
Assessments	written, verbal, class discussion, close reading companion
Resources	writing journals, writing worksheets, writing workbooks, close reading companion
Key Vocabulary	informative, explanatory, topic, supporting, text, dictating
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	This standard is typically met in the close reading companion journal for the Wonders series.

LA.K.W.6 With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

Learning Objectives	With help, the learner will draw, dictate, and/or write the answer to a question that they found through an informative source.
Concepts	identify information about a question by using resources and providing the answer through drawing, dictating, and/or writing
Activities	class writing activities, writing prompts, writing journals, close reading companion
Assessments	written, verbal, class discussion, close reading companion
Resources	writing journals, writing worksheets, writing workbooks, close reading companion, wonders tools
Key Vocabulary	dictating, information, informative, sources, question, resources
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	Kindergarteners are typically asked to verbally provide an answer to a question. They show more reflection verbally than they can through writing and/or drawing. Teachers are able to provide the prompt to answer the question appropriately (ex. "I like my mom because ____").

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.K.SL.1 With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following one/two-step directions.

Learning Objectives	With help, the learner will participate in conversations with peers and adults about Kindergarten topics and stories.
Concepts	ask question to obtain information, demonstrate understanding of verbal and non-verbal social cues, respectfully converse with all peers and adults, develop attentive listening skills, complete one/two-step directions
Activities	Daily conversations
Assessments	Verbal, observation
Resources	visual aids

Key Vocabulary	ask questions, confirm information, verbal, non-verbal, all-inclusive, one/two-step directions
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We participate in daily conversations with our students about home life and school life.

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- b. Convey a personal perspective with clear reasons.
- c. Explain the purpose of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

Learning Objectives	With help, the learner will use descriptive words to describe people, places, things, and events.
Concepts	describe familiar people, places, things, and events with details, speak appropriately (eye contact, adequate volume, clear pronunciation), share personal experiences and perspectives, explain why information is being shared, demonstrate how some words are hurtful or helpful, use visual or digital tools to communicate
Activities	Daily conversations
Assessments	Verbal and observation
Resources	Visual aids, digital tools
Key Vocabulary	speaking techniques, adequate volume, pronunciation, perspective, appropriate, demonstrate, digital tools, visual aids, communicate
Standard Frequency	Ongoing throughout the school year
Notes & Considerations:	We participate in daily conversations with our students about people, places, things, and events in their daily lives at home and at school. We ask them to provide additional details when talking about these items.

1st Grade ELA Curriculum Guide

Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.

■ FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print.

a. Recognize the distinguishing features of a sentence.

Learning Objectives	The learner will identify the parts of a sentence.
Concepts	capital letter, punctuation, spacing
Activities	VoWac, Wonders Grammar, Weekly spelling sentences
Assessments	Weekly Assessments, VoWac Assessment
Resources	Wonders tools, VoWac
Key Vocabulary	left to right, capital letter, punctuation (period, question mark, exclamation point, finger spacing)
Standard Frequency	Addressed daily in Grammar lessons
Notes & Considerations:	assessed on what has been taught (incorrect spelling not assessed unless it is the word focused on) (assessed on capital letter, punctuation, spacing)

Phonological Awareness | Demonstrate phonological awareness through oral activities. understanding of spoken words, syllables, and sounds (phonemes).

LA.1.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.
- Delete initial and final phonemes in words.
- Substitute phonemes in spoken words to build new words in single-syllable words with no blends.
- Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words), (e.g., “Say ‘map.’ Say it again and instead of /p/ say /t/. What is the new word? ‘Mat’”).

Learning Objectives	The learner will segment and blend words up to 5 sounds.
Concepts	cvc words, blends, beginning and end blends, long and short vowels, digraphs
Activities	templates, VoWac
Assessments	Wonders weekly assessments, VoWac unit assessment
Resources	Wonders tools, VoWac
Key Vocabulary	segment, blend

Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.1.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.
- b. Decode and encode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.
- e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.
- f. Decode and encode words with inflectional endings.
- g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- h. Recognize and read grade-appropriate, irregularly spelled words.

Learning Objectives	The learner will recognize the sound pattern of the week and practice it with spelling words.
Concepts	short vowel, long vowel, digraphs, blends, vowel teams
Activities	templates, VoWac, daily spelling activities
Assessments	Weekly Assessments, VoWac Assessment
Resources	Wonders tools, VoWac
Key Vocabulary	segment, blend
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.1.F.3 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.
- b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Learning Objectives	The learner will read with fluency and expression.
Concepts	sight words, voice differentiation

Activities	templates, flash cards, leveled readers, grade level passages, Acadience progress monitoring
Assessments	Acadience benchmark (DORF)
Resources	Wonders tools (Decodables and leveled readers), grade level passages, EIR
Key Vocabulary	sight words, fluency, voice and expression
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	Voice is addressed in AR

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

LA.1.RP.1 Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.

Learning Objectives	The learner will be able to retell a story.
Concepts	comprehension, recalling details
Activities	progress monitoring, wonders daily stories
Assessments	Acadience, AR, Wonders weekly, Wonders weekly selection
Resources	Wonders tools, VoWac
Key Vocabulary	key details, main idea, characters, setting
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.

Learning Objectives	The learner will be able to recite the key details of a story.
Concepts	comprehension, recalling details
Activities	progress monitoring, wonders daily stories, decodables
Assessments	Acadience, AR, Wonders weekly, Wonders weekly selection
Resources	Wonders tools,
Key Vocabulary	main idea, setting, key details, main character
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)

Notes & Considerations:

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.

LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.

Learning Objectives	The learner will identify the jobs of author and narrator.
Concepts	author, narrator, play setting
Activities	Weekly story: Time to Plant, Yuca Plant Thanksgiving play
Assessments	
Resources	Wonders tools, VoWac
Key Vocabulary	author, narrator
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence) Unit 3 week 2 (Wonders)
Notes & Considerations:	

LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.

Learning Objectives	characters, setting, problem, solution, main idea, details
Concepts	characters, setting, problem, solution, main idea, details
Activities	Wonders daily stories, leveled readers
Assessments	Acadience, AR , Wonders weekly, Wonders weekly selection
Resources	Wonders tools, VoWac
Key Vocabulary	fiction, nonfiction,
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary texts.

LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.

Learning Objectives	The learner will compare and contrast.
Concepts	compare and contrast
Activities	Venn Diagram, Past and Present discussions
Assessments	Wonders weekly (Unit 3 Week 4)
Resources	Wonders tools, VoWac
Key Vocabulary	dialogue, character’s action, behavior
Standard Frequency	Unit 3 Week 4
Notes & Considerations:	

LA.1.RP.6 Ask and answer questions about key details in a literary text.

Learning Objectives	The learner will identify the main idea and retell key details of a text.
Concepts	main idea, key details, sequence
Activities	Wonders, Acadience, AR
Assessments	Wonders weekly, Wonders weekly selection
Resources	Wonders tools, VoWac
Key Vocabulary	main idea, key details, settings, characters, sequence, in order it happens
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence) (Wonders) Unit 1 Unit 2 Unit 3 wk 5 Unit 4
Notes & Considerations:	

LA.1.RP.7 Make connections between own experiences and other cultures in literary texts.

Learning Objectives	The learner will relate cultural differences in stories to their own life.
Concepts	cultural differences
Activities	Wonders Big Books

Assessments	
Resources	Wonders stories
Key Vocabulary	culture, traditions, diversity
Standard Frequency	Unit 1 wk 2 Big Book: Alicia’s Happy Day Unit 1 wk 4 Big Book: Friends all Around Unit 2 wk 4 Big Book: The story of Martin Luther King Unit 4 wk 5: Interactive Read Aloud: Ming’s Teacher
Notes & Considerations:	Culture is discussed mostly in Social Studies

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary texts independently and proficiently.

LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

Learning Objectives	The learner will read grade appropriate text
Concepts	Poetry, drama, fiction, nonfiction, fantasy, folktale, fable
Activities	wonders daily stories, leveled readers
Assessments	Weekly Assessment, AR
Resources	Wonders tools, AR books (assigned to students level of reading)
Key Vocabulary	Poetry, drama, fiction, nonfiction, fantasy, folktale, fable
Standard Frequency	Addressed throughout the year in Wonder’s weekly stories
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.

LA.1.RI.1 Identify the main topic and key details in an informational text.

Learning Objectives	The learner will be able to identify the main idea and retail details in informational text.
Concepts	Main Idea, comprehension, recalling details
Activities	progress monitoring, wonders daily stories

Assessments	Acadience, AR , Wonders weekly, Wonders weekly selection
Resources	Wonders tools, VoWac
Key Vocabulary	key details, main idea, characters, setting
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.

Learning Objectives	The learner will be able to recite the key details of the text.
Concepts	comprehension, recalling details
Activities	progress monitoring, Wonders daily stories,
Assessments	Weekly Assessments, AR
Resources	Wonders tools
Key Vocabulary	main idea, key details,
Standard Frequency	Addressed weekly on templates (refer to Scope and Sequence)
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.

LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.

Learning Objectives	The learner will identify the jobs of author and illustrator.
Concepts	author, illustrator
Activities	Weekly stories
Assessments	
Resources	Wonders tools, VoWac , Daily read aloud stories
Key Vocabulary	author, narrator
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.

Learning Objectives	The learner will make predictions by using text features.
Concepts	title, heading, chart, caption, diagram
Activities	Wonders stories
Assessments	Wonders weekly
Resources	Wonders tools
Key Vocabulary	title, headings, visuals (photograph)
Standard Frequency	Addressed daily when reading stories and decodables
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational texts.

LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.

Learning Objectives	The learner will identify similarities and differences between informational text.
Concepts	compare, contrast, informational text
Activities	interactive read alouds, wonders weekly stories
Assessments	
Resources	Wonders tools
Key Vocabulary	compare, contrast, informational text
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.RI.6 Identify an author’s opinion(s) about a text.

Learning Objectives	The learner will discuss an author’s opinion about a text.
Concepts	fact, opinion
Activities	group discussion of author’s opinion in interactive read alouds
Assessments	
Resources	Wonders tools,
Key Vocabulary	fact, opinion

Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.RI.7 Make connections between own experiences and other cultures in informational texts.

Learning Objectives	The learner will relate cultural differences in stories to their own life.
Concepts	cultural differences
Activities	draw a picture of a tradition that is experienced in another culture
Assessments	
Resources	Wonders stories
Key Vocabulary	culture, traditions, diversity
Standard Frequency	Unit 1 wk 4 Big Book: Friends all Around Unit 2 wk 4 Big Book: The story of Martin Luther King
Notes & Considerations:	Culture is discussed mostly in Social Studies

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational texts independently and proficiently.

LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.

Learning Objectives	The learner will read grade appropriate text.
Concepts	Poetry, drama, fiction, nonfiction, fantasy, folktale, fable
Activities	wonders daily stories, leveled readers
Assessments	Weekly Assessment, AR
Resources	Wonders tools
Key Vocabulary	Nonfiction, biography
Standard Frequency	Addressed throughout the year in Wonder’s weekly stories
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

- LA.1.V.1** Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.
- Use sentence-level context clues to determine the meaning of a word or phrase.
 - Use commonly occurring affixes to determine the meaning of unknown words.
 - Identify commonly occurring root words and their inflectional forms.
 - Determine the meanings of key words and phrases using provided reference materials and classroom resources.

Learning Objectives	The learner will use first grade appropriate vocabulary.
Concepts	sight words, prefixes (pre, re, un), suffixes (ing, ed, es, s), vocabulary words, high frequency words
Activities	Templates, Wonders worksheets, VoWac
Assessments	Wonders weekly, VoWac
Resources	Wonders tools, VoWac
Key Vocabulary	prefix, suffix, base word
Standard Frequency	Addressed weekly on templates (refer to Scope and Sequence)
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- LA.1.V.2** Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
- Sort common words and phrases into conceptual categories to develop an understanding of word relationships.
 - Define words by their category and simple attributes (e.g., a duck is a bird that swims).
 - Ask and answer questions about key words and phrases to determine their meaning.
 - Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).

Learning Objectives	The learner will categorize words into groups.
Concepts	Word categories (seach, seek; reek, fragrant; spicy, stinky; dine, preen; glide, gather; settle, heats; stretch, warming; tilt, soar, scan, Context Clues, Synonyms, Antonyms, Compound words,
Activities	Wonders
Assessments	Wonders Assessment
Resources	Wonders tools

Key Vocabulary	word category, context clues, synonyms, antonyms, compound words
Standard Frequency	Addressed in templates (refer to Scope and Sequence) Unit 4 wk 4: Context Clues Unit 4 wk 3 Word Categories Unit 4 wk 1, 5 Root Words Unit 6 wk 1 Synonyms Unit 6 wk 2 Antonyms Unit 6 wk 4 Compound Words
Notes & Considerations:	

■ WRITING

Foundations of Writing | Apply handwriting skills to legibly communicate ideas and information.

LA.1.FW.1 Demonstrate and apply handwriting skills.

- a. Print all upper and lowercase manuscript letters using correct formation.
- b. Write the common grapheme (letter or letter group) for each phoneme.
- c. Use appropriate spacing between letters and words.

Learning Objectives	The learner will print the ABCs in correct letter formation.
Concepts	letter formation, spacing, phonemes
Activities	Wonders, VoWac, Grammar
Assessments	Wonders Assessment, VoWac Assessments,
Resources	Wonders tools, VoWac
Key Vocabulary	
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.FW.2 Demonstrate sound-letter concepts when writing.

- a. Segment phonemes in two- and three-phoneme syllables.
- b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.

Learning Objectives	The learner will orally demonstrate sounds and sound patterns.
Concepts	letter sounds, blends, digraphs, diphthongs, different syllable types
Activities	templates, differentiated instructed small group, VoWac
Assessments	weekly assessment, Vowac assessment
Resources	Wonders tools, VoWac , EIR

Key Vocabulary	blends, digraphs, diphthongs, different syllable types
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.1.W.1 Write and expand grammatically correct simple sentences and paragraphs.

- Capitalize proper nouns (e.g., days of the week, names of people).
- Use end punctuation, commas in dates, and commas to separate single words in a series.
- Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.
- Form and use regular and frequently occurring irregular plural nouns.
- Use subject-verb agreement in simple and compound sentences.

Learning Objectives	The learner will construct a grammatically correct sentence of at least 5 words.
Concepts	questions, statements, exclamatory
Activities	spelling sentences, journaling, Wonders daily worksheets
Assessments	Units 4-6 Weekly Wonders Assessment
Resources	Wonders tools, VoWac
Key Vocabulary	common nouns, proper nouns, verbs, adjectives, punctuation
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

LA.1.W.2 Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- Use prewriting activities and resources to generate and organize ideas.
- Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- Use feedback from others to improve writing and/or add details.
- Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will develop a paragraph that discusses one topic.
Concepts	paragraph, purpose
Activities	Four Square Writing
Assessments	

Resources	Wonders tools, VoWac
Key Vocabulary	informative paragraph, letter
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.1.W.3 With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.

- a. Include some relevant details.
- b. Use time order words to signal sequence of events.
- c. Provide a sense of closure.

Learning Objectives	The learner will write an autobiography.
Concepts	autobiography
Activities	Four-Square Writing
Assessments	presentation to class and final product after draft
Resources	Wonders tools, VoWac
Key Vocabulary	paragraph
Standard Frequency	
Notes & Considerations:	Needs to be addressed in our action plan.

LA.1.W.4 With prompting and support, express an opinion about a topic or text and provide a supporting reason.

- a. Introduce a topic or text.
- b. State an opinion and provide a reason to support the opinion.
- c. Provide a sense of closure.

Learning Objectives	
Concepts	
Activities	
Assessments	
Resources	Wonders tools, VoWac
Key Vocabulary	

Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	Needs to be addressed in our action plan.

LA.1.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.

- a. Introduce a topic.
- b. Develop a topic using supporting facts and details.
- c. Use words and phrases related to the topic.
- d. Provide a sense of closure.

Learning Objectives	The learner will construct a diorama of a chosen habitat and present 3 supporting facts.
Concepts	ocean, wetland, prairie, mountain, grassland, desert, tundra, forest
Activities	diorama, note card with facts
Assessments	
Resources	Wonders tools, Science tools
Key Vocabulary	environment, ocean, wetland, prairie, mountain, grassland, desert, tundra, forest
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	Needs to be addressed in our action plan.

LA.1.W.6 With prompting and support, identify information from provided sources to answer a question.

- a. Retell or recall information from provided sources.
- b. Use provided print and/or digital tools to gather information and ideas to answer questions.
- c. Sort evidence and information into categories.
- d. Use provided print and/or digital tools to gather information and ideas and to answer questions.
- e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

Learning Objectives	
Concepts	
Activities	
Assessments	
Resources	Wonders tools, VoWac
Key Vocabulary	
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	Needs to be addressed in our action plan.

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following one/two-step directions.

Learning Objectives	The learner will participate in class discussions and follow classroom rules.
Concepts	listening, eye contact, waiting their turn to speak
Activities	classroom conversation, math talk, whole group and small group discussion
Assessments	
Resources	Wonders tools, VoWac
Key Vocabulary	expectations, eye contact
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.
- b. Convey a personal perspective with clear reasons.
- c. With prompting and support, explain the purpose of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

Learning Objectives	The learner will tell about a personal experience using several details.
Concepts	demonstrating appropriate speaking technique
Activities	Retelling their weekend, and/or any other event they would like to share.

Assessments	teacher's observation
Resources	Wonders tools
Key Vocabulary	eye contact, experience, speaking techniques
Standard Frequency	Addressed daily on templates (refer to Scope and Sequence)
Notes & Considerations:	

2nd Grade ELA Curriculum Guide

*Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.*

■ FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

LA.2.F.1 Demonstrate knowledge of the organization and basic concepts of print.

- a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

Learning Objectives	The student will identify paragraph features.
Concepts	indentation, skip a line between,
Activities	Weekly paragraph journal Have students point out in their texts where the paragraph is indented and where it breaks into a new paragraph.
Assessments	Weekly paragraph test Weekly Assessments
Resources	VoWac spelling Wonders tools, EIR
Key Vocabulary	indentation, paragraph, stanza
Standard Frequency	weekly
Notes & Considerations:	

Phonological Awareness | Demonstrate phonological awareness through oral activities.

LA.2.F.2 Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).

- a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.
- b. Substitute sounds in words with five or more phonemes.
- c. Delete initial and final phonemes in words including words with blends.

Learning Objectives	The students will know and apply decoding skills.
Concepts	Concepts listed in Wonders and VoWac Scope and sequence
Activities	Templates, Wonders Word Work, VoWac , Wonders workbook
Assessments	Wonders weekly assessments, Selection Test, VoWac Unit Tests
Resources	Wonders and VoWac tools, EIR
Key Vocabulary	delete, phoneme, substitute, segment, blend, syllable

Standard Frequency	weekly
Notes & Considerations:	

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.2.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with variable vowel teams and vowel diphthongs.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with open and closed syllables and consonant -le.
- d. Decode words with common Anglo roots and suffixes.
- e. Decode words with silent letter combinations.

Learning Objectives	The student will know and apply phonics skills
Concepts	Concepts listed in Wonders and VoWac Scope and sequence
Activities	Templates, Wonders Word Work, VoWac , Wonders workbook
Assessments	Wonders weekly assessments, Selection Test, VoWac Unit Tests
Resources	Wonders and VoWac tools, EIR
Key Vocabulary	root word/base word, suffix, prefix. open/closed syllables, CLOVER labeling
Standard Frequency	Daily/templates
Notes & Considerations:	

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.
- b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Learning Objectives	The students will read a variety of grade level texts to improve comprehension.
Concepts	Concepts listed in Wonders and VoWac Scope and sequence
Activities	Templates, Wonders Word Work, VoWac , Wonders workbook
Assessments	Wonders weekly assessments, Selection Test, VoWac Unit Tests
Resources	Wonders High Frequency Lists
Key Vocabulary	Fluency, different types of genre,

Standard Frequency	weekly
Notes & Considerations:	

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.

Learning Objectives	The students will use text evidence to identify the theme, message, lesson, or moral of a story.
Concepts	central message, lesson, moral, theme
Activities	Template, discussion, Wonders stories
Assessments	Weekly assessments
Resources	Wonders tools, Close reading companion, Your turn pages
Key Vocabulary	central message, lesson, moral, theme,
Standard Frequency	U2W2 U4W4 U6W1
Notes & Considerations:	

LA.2.RP.2 Describe characters and how they interact with one another.

Learning Objectives	The students will describe characters and how they interact together.
Concepts	character relationships
Activities	Wonders stories, close companion pages, graphic organizers in templates
Assessments	Wonders weekly assessments, Selection Test,
Resources	Wonders Anthology Book, Close Companion Book, Templates
Key Vocabulary	character
Standard Frequency	U1W2 U1W3 U2W1 U2W2 U3W2 U4W3 U5W4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.

Learning Objectives	The students will explain who is telling the story.
Concepts	first person, third person, point of view, narrator
Activities	Your turn book, close reading companion, discussion
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools,
Key Vocabulary	first person, third person, point of view, narrator
Standard Frequency	U4W3 U5W1-2
Notes & Considerations:	

LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.

Learning Objectives	The students will identify the beginning, middle, and end of a story. The students will identify the problem and solution.
Concepts	character, setting, theme, plot, sequence
Activities	Your turn book, close reading companion, discussion
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools
Key Vocabulary	beginning, middle, end, problem, solution,
Standard Frequency	U1W2-3 U2W1-2 U3W2 U4W4-5 U5W3-4 U6W1 U6W4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.2.RP.5 Compare and contrast two or more versions of the same literary text by different authors or from different cultures.

Learning Objectives	The students will compare and contrast details from the text.
Concepts	using a chart or graph
Activities	Your turn book, close reading companion, discussion

Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools, Close reading companion, Your turn pages
Key Vocabulary	venn diagram, compare, contrast,
Standard Frequency	U2W2 U3W3 U4W3
Notes & Considerations:	

LA.2.RP.6 Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.

Learning Objectives	The students will ask and answer questions about details of the story.
Concepts	key details
Activities	Your turn book, close reading companion, discussion
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools, Close reading companion, Your turn pages
Key Vocabulary	details, main idea
Standard Frequency	U1W1,3-5 U2W5 U3W3-5 U6W1
Notes & Considerations:	

LA.2.RP.7 Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

Learning Objectives	The students will build knowledge of different cultures.
Concepts	history, values, beliefs, behaviors
Activities	Wonders Literature Anthology, Wonders Workshop
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools, Close reading companion, Your turn pages
Key Vocabulary	history, customs, culture, values, beliefs
Standard Frequency	U1W1, U4W3,
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

Learning Objectives	The students will read and comprehend a range of second grade passages.
Concepts	fluency, vocabulary, comprehension
Activities	Fluency reads, decodables, leveled readers, Wonders Anthology and Reading/Writing Workshop
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders tools, Close reading companion, Your turn pages, EIR
Key Vocabulary	fluency, comprehension
Standard Frequency	weekly
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.2.RI.1 Identify the main topic and key details in a multi-paragraph text.

Learning Objectives	The students will identify the main idea and key details.
Concepts	main idea, key details
Activities	Wonders tools, Wonders workbook pages
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	main idea, key details
Standard Frequency	weekly
Notes & Considerations:	

LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.

Learning Objectives	The students will describe the connections between individuals, historical events, scientific ideas, or steps in a process.
Concepts	historical events, scientific ideas, steps in a process
Activities	Wonders stories, graphic organizers
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	first, then, next, last
Standard Frequency	U3 W1, U3 W3, U3 W4, U4 W2, U5 W3, U6 W2
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.2.RI.3 Determine and explain the author’s purpose in an informational text, including what the author wants to answer, explain, or describe.

Learning Objectives	The students will explain the author’s purpose in an informational text.
Concepts	author’s purpose
Activities	charts, discussion,
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	inform, persuade, entertain
Standard Frequency	U3 W1, U3 W3, U6 W2
Notes & Considerations:	

LA.2.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Learning Objectives	The students will identify the text features and what information can be learned from them.
Concepts	text features
Activities	Your Turn workbook, Close Companion workbook, decodables, Wonders stories
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables

Key Vocabulary	glossary, caption,
Standard Frequency	Weekly
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.

Learning Objectives	The students will compare and contrast ideas from different informational texts about the same topic.
Concepts	compare and contrast, important ideas
Activities	Venn Diagram, charts
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	compare and contrast, venn diagram, key details, informational text
Standard Frequency	U1 W5, U2 W3 & 4, U3 W1 & 4, U4 W 1 & 2, U5 W3, U6 W2 & 3
Notes & Considerations:	

LA.2.RI.6 Explain an author’s opinion(s) and supporting evidence from the text.

Learning Objectives	The students will explain an author’s opinion by providing evidence from the text.
Concepts	fact and opinion
Activities	charts, discussions,
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	opinion, supporting details, evidence
Standard Frequency	
Notes & Considerations:	

LA.2.RI.7 Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

Learning Objectives	The students will compare and contrast topics from informational texts to build knowledge of cultures.
Concepts	history, values, beliefs, behaviors

Activities	charts, venn diagrams
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Tools, Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	history, customs, culture, values, beliefs
Standard Frequency	U3 W3, U5 W3
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

Learning Objectives	The student will read and comprehend a range of informational texts at a 2nd grade level.
Concepts	expository text, narrative nonfiction, nonfiction
Activities	Fluency reads, decodables, leveled readers, Wonders Anthology and Reading/Writing Workshop
Assessments	Wonders weekly assessments, Selection Test
Resources	Wonders Anthology book, Your Turn workbook, Close Companion workbook, decodables
Key Vocabulary	expository text, narrative nonfiction, nonfiction
Standard Frequency	U1 W4 & 5, U2 W3, U3 W1, 3, 4, &5, U4 W1, & 2, U5 W3 & 5, U6 W2, 3, &4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.2.V.1 Recognize and use conversational and grade-level academic vocabulary.

- a. Use sentence-level context clues to determine the meaning of a word or phrase.
- b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).
- c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).
- d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).
- e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

Learning Objectives	The students will use and understand a variety of vocabulary and apply it to their reading, writing, speaking, and listening.
Concepts	root words/base words, prefix, suffix, compound words, meanings
Activities	Templates, Your Turn Book,
Assessments	Weekly assessments, selection assessments
Resources	Templates, Wonders tools
Key Vocabulary	root word, prefix, suffix, compound word,
Standard Frequency	Weekly
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.2.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Ask and answer questions about key words and phrases to determine their meaning.
- b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).

Learning Objectives	The students will ask and answer questions about key words and phrases to determine their meaning.
Concepts	figurative, connotative, and technical language
Activities	Templates, small groups,
Assessments	Weekly assessment, selection assessment
Resources	Templates, Wonders tools
Key Vocabulary	multiple meaning words, synonyms, antonyms, figurative language
Standard Frequency	daily
Notes & Considerations:	

■ WRITING

LA.2.FW.1 Demonstrate and apply handwriting skills.

- a. Write legibly using correct formation of letters with automaticity and proper spacing between words.

LA.2.FW.2 Demonstrate sound-letter concepts when writing.

- a. Write common graphemes (letters or letter groups) for each phoneme.

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.2.W.1 Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).

- a. Capitalize proper nouns (e.g., holidays, countries, product names).
- b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.
- c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.
- d. Maintain consistent verb tense across sentences or paragraphs.

Learning Objectives	The students will write and expand grammatically correct sentences.
Concepts	proper nouns, parts of a letter, commas, apostrophes, contractions, possessives, nouns, pronouns
Activities	Grammar and writing book
Assessments	Weekly assessments
Resources	Wonders Tools
Key Vocabulary	proper nouns, greetings, closings, commas, apostrophes, contractions, possessives, nouns, pronouns
Standard Frequency	monthly
Notes & Considerations:	

LA.2.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The students will use the writing process to produce different types of writing.
Concepts	Prewriting, revisions, proofreading, manuscript, font, graphics, symbols
Activities	Grammar and writing book, write different types of stories, use the writing process
Assessments	teacher observation
Resources	Grammar and writing book, Wonders materials
Key Vocabulary	Prewriting, revisions, proofreading, manuscript, font, graphics, symbols
Standard Frequency	monthly

Notes & Considerations:

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.2.W.3 Write personal or fictional narratives that retell two or more appropriately sequenced events.

- a. Include relevant details about characters and settings.
- b. Use time order words to signal a sequence of events.
- c. Provide a sense of closure.

Learning Objectives	The students will write personal or fictional narratives with a sequence of events.
Concepts	character, setting, sequence of events
Activities	Grammar and writing book, write different types of stories, use the writing process
Assessments	teacher observation
Resources	Grammar and writing book, Wonders materials
Key Vocabulary	character, setting, sequence of events
Standard Frequency	monthly
Notes & Considerations:	

LA.2.W.4 Express an opinion and provide supporting reasons.

- a. Introduce a topic or text.
- b. State an opinion and provide reasons to support the opinion.
- c. Provide a concluding statement or section.

Learning Objectives	The students will write an opinion paragraph and provide supporting details.
Concepts	opinion, supporting reasons, conclusion
Activities	Grammar and writing book, writing opinion paragraphs
Assessments	teacher observation
Resources	Grammar and writing book, Wonders materials
Key Vocabulary	opinion, supporting reasons, conclusion
Standard Frequency	monthly
Notes & Considerations:	

LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.

- a. Introduce a topic or text.
- b. Develop a topic with facts, details, and definitions.
- c. Use words and phrases related to the topic.
- d. Provide a concluding statement or section.

Learning Objectives	The student will write informative/explanatory pieces about a topic with supporting facts and details.
Concepts	informative/explanatory pieces, main topic, facts, details, concluding statements
Activities	Wonders writing
Assessments	teacher observation
Resources	Grammar and writing book, Wonders materials
Key Vocabulary	informative, explanatory, details, conclusion
Standard Frequency	monthly
Notes & Considerations:	

LA.2.W.6 Locate information from provided sources to answer questions about a topic.

- a. Retell information from provided sources to support ideas while avoiding plagiarism.
- b. Identify print and digital tools to gather information and ideas and answer questions.
- c. Sort evidence and information into categories.
- d. Demonstrate academic integrity by referencing sources in writing and speaking.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	The student will locate information to answer questions about a topic.
Concepts	Plagiarism, referencing sources, digital citizenship
Activities	Wonders writing
Assessments	teacher observations
Resources	Grammar and writing book, Wonders materials
Key Vocabulary	Plagiarism, citing sources, digital citizenship
Standard Frequency	monthly
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.2.SL.1 Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while

respecting diverse perspectives.

- d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following multi-step directions.

Learning Objectives	The students will participate in discussions while respecting diverse perspectives.
Concepts	verbal and non-verbal messages, listening skills, eye contact, nonverbal cues, recalling, multi-step directions
Activities	Collaborative Conversation activities in Wonders
Assessments	teacher observation
Resources	
Key Vocabulary	eye contact, nonverbal cues, multi-step directions
Standard Frequency	daily
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.
- b. Convey a personal perspective with clear reasons.
- c. Explain the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

Learning Objectives	The students will tell a story using personal experience, appropriate facts, and details to stay on topic.
Concepts	descriptive details, eye contact, volume, pronunciation
Activities	class discussions
Assessments	
Resources	
Key Vocabulary	eye contact, pronunciation, personal perspective
Standard Frequency	daily
Notes & Considerations:	

3rd Grade ELA Curriculum Guide

*Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.*

■ FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.3.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Latin suffixes.
- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.
- c. Decode multisyllabic words.

Learning Objectives	The learner will demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.
Concepts	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.
Activities	Wonders Templates (Ashlock Cards, Routine and Procedure, Anita Archer Vocabulary Routine) Individual Turns Sound by Sound Blending Continuous Blending Part-Part-Word Heggerty Hand Motions Steps to decoding a multisyllabic word (circle the prefix, circle the suffix, underline the base word)
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	affixes (prefixes, suffixes), root (base) words, multisyllabic words, parts of speech (noun, verb, adjective, etc.) decoding, encoding (spelling), recoding, syllables, chunking, word part
Standard Frequency	LA.3.F.3 <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5
Notes & Considerations:	

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.3.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

- a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
- c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

Learning Objectives	The learner will read grade-level texts with sufficient accuracy and fluency to support comprehension.
Concepts	Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.
Activities	Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Timed Reads- with teacher or with partner (Beat the Clock)
Assessments	Acadience Progress Monitor- Retell (Weekly, Biweekly, Monthly) Acadience Benchmark- Retell (Fall, Winter, Spring)
Resources	Wonders Templates, Your Turn Practice Book Pages, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book
Key Vocabulary	accuracy, rate, fluency, phrasing, expression, intonation, tone, pitch, volume, automaticity, sight words, high frequency words
Standard Frequency	LA.3.F.4 ● Units 1-6, Weeks 1-5
Notes & Considerations:	

■ **READING PROSE & POETRY**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

LA.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Concepts	Identify the central message or lesson in a literary text and explain how key details support that idea.

Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Stanza Read Annotate Prose and Poetry on the Interactive Board Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	rhyme, stanza, pattern, alliteration, limerick, free verse, narrative poem, repetition, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, infer, problem, solution
Standard Frequency	LA.3.RP.1 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RP.2 Explain how characters respond to major events and challenges in a literary text.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Concepts	Explain how characters respond to major events and challenges in a literary text.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Stanza Read Annotate Prose and Poetry on the Interactive Board Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5

Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	rhyme, stanza, pattern, alliteration, limerick, free verse, narrative poem, repetition, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, infer, problem, solution
Standard Frequency	LA.3.RP.2 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

LA.3.RP.3 Determine and explain the point of view in a literary text.

Learning Objectives	The learner will cite relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.
Concepts	Determine and explain the point of view in a literary text.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Annotate Prose on the Interactive Board Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, infer, problem, solution, narrator (one of the characters in the story or an outside narrator), point of view (1st and 3rd person)
Standard Frequency	LA.3.RP.3 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.

Learning Objectives	The learner will cite relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.
Concepts	Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Stanza Read Annotate Prose and Poetry on the Interactive Board Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	rhyme, stanza, pattern, alliteration, limerick, free verse, narrative poem, repetition, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, infer, problem, solution, narrator (one of the characters in the story or an outside narrator), point of view (1st and 3rd person)
Standard Frequency	LA.3.RP.4 <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Concepts	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).
Activities	Ask and Answer Questions (highlight text evidence)

	Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Annotate Prose and Poetry on the Interactive Board Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare and contrast, similar and different, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, infer, problem, solution, narrator (one of the characters in the story or an outside narrator), point of view (1st and 3rd person), author, illustrator, series, chapters
Standard Frequency	LA.3.RP.5 <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 (specifically Day 4)
Notes & Considerations:	

LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Concepts	Explain what the text says explicitly and draw inferences when asking and answering questions.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Annotate Prose and Poetry on the Interactive Board Draw Inferences Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards,

	Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	inferences, infer, compare and contrast, similar and different, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, problem, solution, explicitly
Standard Frequency	LA.3.RP.6 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Concepts	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Annotate Prose and Poetry on the Interactive Board Graphic Organizers- Venn Diagram (compare and contrast)
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	inferences, infer, compare and contrast, similar and different, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, problem, solution
Standard Frequency	LA.3.RP.7 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.3.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.

Learning Objectives	The learner will read and comprehend complex, grade-level literary text independently and proficiently.
Concepts	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Silent Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Workshop Book, Wonders Anthology Book, Your Turn Practice Book Pages, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	inferences, infer, compare and contrast, similar and different, character, setting, plot, events, analyze, summarize, retell, theme, message, moral, main idea, key details, cause and effect, prediction, problem, solution
Standard Frequency	LA.3.RP.8 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.3.RI.1 Identify the central idea and explain how key details support that idea.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
Concepts	Identify the central idea and explain how key details support that idea.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments

	<ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.1 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.
Concepts	Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.2 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.3.RI.3 Determine and explain the author’s purpose in an informational text.

Learning Objectives	The learner will cite relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
Concepts	Determine and explain the author’s purpose in an informational text.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.3 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.

Learning Objectives	The learner will cite relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.
Concepts	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read

	<p>Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers</p>
Assessments	<p>Selection Vocabulary and Comprehension Assessments</p> <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 <p>Weekly Assessments</p> <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	<p>Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers</p>
Key Vocabulary	<p>compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs</p>
Standard Frequency	<p>LA.3.RI.4</p> <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.

Learning Objectives	<p>The learner will cite relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.</p>
Concepts	<p>Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.</p>
Activities	<p>Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers</p>
Assessments	<p>Selection Vocabulary and Comprehension Assessments</p> <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 <p>Weekly Assessments</p> <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	<p>Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards,</p>

	Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.5 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RI.6 Identify an author’s claim(s) and explain how the author supports the claim(s) in the text.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
Concepts	Identify an author’s claim(s) and explain how the author supports the claim(s) in the text.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.6 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.

Learning Objectives	The learner will cite relevant and thorough textual evidence to support ideas,
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	evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
Concepts	Compare and contrast topics and/or patterns of events in a range of informational texts.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.7 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.3.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

Learning Objectives	The learner will read and comprehend complex, grade-level informational text independently and proficiently.
Concepts	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.
Activities	Ask and Answer Questions (highlight text evidence) Whisper Read Choral Read Popcorn Read Cloze Read Echo Read

	Partner Read Individual Turns Line by Line Read Graphic Organizers
Assessments	Selection Vocabulary and Comprehension Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5 Weekly Assessments <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	compare, contrast, point of view, sequence, events, analyze, summarize, retell, theme, main idea, key details, cause and effect, prediction, infer, problem, solution, outcomes, author’s purpose and/or claim, text features- titles, headings, table of contents, glossary, captions, graphs, maps, diagrams, sidebars, subheadings, timelines, photographs
Standard Frequency	LA.3.RI.8 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.3.V.1 Acquire and use grade-level academic vocabulary appropriately.

- a. Use sentence-level context clues to determine the meaning of a word or phrase.
- b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).
- c. Use known root words to determine the meaning of unknown words (e.g., company, companion).
- d. Determine the meanings of key words and phrases using reference materials and classroom resources.

Learning Objectives	The learner will build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Concepts	Acquire and use grade-level academic vocabulary appropriately.
Activities	Turn and Talk Teacher-Student Game Think-Pair-Share Teachers Guide Flashcards and Worksheets Vocabulary Sheet/Log- word, meaning, sentence, illustration What word now? (I’m thinking of a word...) Learning A-Z, RAZ-Kids <ul style="list-style-type: none"> Memory Quizzes Fill in the Blank Flashcards

	<ul style="list-style-type: none"> • Word Searches • Crossword Puzzles Daily Language Review
Assessments	Selection Vocabulary Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Close Reading Companion Book
Key Vocabulary	context clues, root (base) word, affixes (prefixes, suffixes, inflectional endings), key words, unknown words, phrase, definition (meaning), define, synonyms, antonyms
Standard Frequency	LA.3.V.1 Selection Vocabulary <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5 HFW <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.3.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).

Learning Objectives	The learner will determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Concepts	Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Activities	Word Webs (graphic organizer for a multiple meaning word) Turn and Talk Think-Pair-Share Name that Word! Daily Language Review
Assessments	Selection Vocabulary Assessments <ul style="list-style-type: none"> • Units 1-6, Weeks 1-5
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	figurative language, literary text, informational text, literal and nonliteral words (idioms), context clues, related words (word families)

Standard Frequency	LA.3.V.2 Selection Vocabulary <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5 HFW <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.3.W.1 Write paragraphs using a variety of sentence types.

- a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.
- b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.
- c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.
- d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
- e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.
- f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.
- g. Use frequently occurring prepositions and prepositional phrases.

Learning Objectives	The learner will use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Concepts	Write paragraphs using a variety of sentence types.
Activities	Your Turn Practice Book pages, finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	proper nouns, common nouns, verbs, punctuation, commas, quotation marks, dialogue, apostrophe, possessives, conjunctions, dependent clauses, independent clauses, capitalization, adjectives, adverbs, simple, compound, and complex sentences, subject-verb agreement, pronoun-antecedent agreement, occurring prepositions, preposition phrases, introductory words, paragraph, recursive
Standard Frequency	LA.3.W.1 <ul style="list-style-type: none"> ● Units 1-6, Weeks 1-5

Notes & Considerations:

LA.3.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Concepts	Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.
Activities	Your Turn Practice Book pages, finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	prewriting, draft writing, writing process, brainstorm, edit, proofread, peer edit, manuscript, cursive, font, graphics, symbols, audience, purpose, discipline, content, structure, organization, feedback, revise, recursive, print format, digital text
Standard Frequency	LA.3.W.2 ● Units 1-6, Weeks 1-5
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).
- b. Include descriptive details about characters, events, or settings.
- c. Use words and phrases to signal a sequence of events.
- d. Provide a closure related to the creative or expressive event or experience.

Learning Objectives	The learner will write in a variety of modes for a variety of purposes and audiences across disciplines.
Concepts	Write creative and/or expressive pieces that describe a well-developed event or experience.
Activities	Your Turn Practice Book pages, finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	creative pieces, expressive pieces, event, experience, narrator, character, descriptive details, events, setting, sequence of events, words, phrases, closure
Standard Frequency	LA.3.W.3 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.

- Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.
- Use linking words and phrases to connect opinions and reasons.
- Provide a concluding statement or section related to the opinion.

Learning Objectives	The learner will write in a variety of modes for a variety of purposes and audiences across disciplines.
Concepts	Write opinion pieces with supporting reasons and/or evidence.
Activities	Your Turn Practice Book pages, finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	opinion pieces, reasons, evidence, topic, text, linking words, linking phrases, concluding statement, section
Standard Frequency	LA.3.W.4 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

- LA.3.W.5** Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
- Introduce a topic and group related information together, including illustrations when useful to provide clarity.
 - Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.
 - Use linking words and phrases and key vocabulary to connect ideas and categories of information.
 - Provide a concluding statement or section related to the topic.

Learning Objectives	The learner will write in a variety of modes for a variety of purposes and audiences across disciplines.
Concepts	Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Activities	Your Turn Practice Book pages, finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	informative pieces, explanatory pieces, topic, text, convey ideas, convey information, illustrations, facts, definitions, detail, linking words, linking phrases, key vocabulary, connect ideas, categories, concluding statement, concluding section
Standard Frequency	LA.3.W.5 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

- LA.3.W.6** Locate evidence from literary and/or informational text sources to answer questions about a topic.
- Paraphrase information from sources to support ideas while avoiding plagiarism.
 - Identify print and digital tools to gather information and ideas to answer questions.
 - Sort evidence into categories using an appropriate note-taking format to collect and organize information.
 - Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
 - Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	The learner will write in a variety of modes for a variety of purposes and audiences across disciplines.
Concepts	Locate evidence from literary and/or informational text sources to answer questions about a topic.
Activities	Your Turn Practice Book pages,

	finish sentence starters, journal in notebooks, Grammar Practice Reproducible pages, note-taking
Assessments	Wonders Writing Rubric Wonders Editing Checklist
Resources	Wonders Reading/Writing Workshop Book, Wonders Language Arts: Write to Sources, Wonders Language Arts: Grammar, Student Writing Journals for Writing Prompts, Daily Oral Language, Graphic Organizers
Key Vocabulary	evidence from literary text sources, evidence from informational text sources, paraphrase, plagiarism, print, digital tools, sort evidence, categories, note-taking format, integrity, overreliance, source, referencing sources, ethical behaviors, digital behaviors, sites, diverse perspectives
Standard Frequency	LA.3.W.6 <ul style="list-style-type: none"> Units 1-6, Weeks 1-5
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.3.SL.1 Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.

- a. Ask relevant questions to build on ideas and acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	The learner will communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.
Concepts	Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.
Activities	Turn and Talk Think-Pair-Share Dictation Graphic Organizers- collaborate with partners, small groups
Assessments	Fidelity Walkthroughs (Engagement) Demonstration Assessment of restating what their peer said Dictation Weekly Assessments <ul style="list-style-type: none"> Units 1, 3 (Character)

	<ul style="list-style-type: none"> • Units 1, 3 (Cause and Effect) • Units 1, 3, 4, 5, 6 (Text Structure) • Units 1, 3 (Main Idea and Key Details) • Units 2, 4, 6 (Theme)
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	collaborate, discuss, eye contact, participate, opinion, perspective, active, attentive, peer
Standard Frequency	<p>LA.3.SL.1</p> <p>Character, Setting, Plot: Character</p> <ul style="list-style-type: none"> • Introduce Unit 1 Week 1 • Review Unit 1 Weeks 2, 6; Unit 2 Week 6; Unit 3 Weeks 1, 2; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Character, Setting, Plot: Cause and Effect</p> <ul style="list-style-type: none"> • Introduce Unit 1 Week 1 • Review Unit 1 Weeks 2, 6; Unit 2 Week 6; Unit 3 Weeks 1, 2; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Text Structure: Sequence</p> <ul style="list-style-type: none"> • Introduce Unit 1 Week 3 • Review Unit 1 Weeks 4, 6; Unit 2 Week 6; Unit 3 Weeks 5, 6; Unit 4 Weeks 3, 4; Unit 5 Weeks 5, 6; Unit 6 Weeks 3, 4, 6 A <p>Main Idea and Key Details</p> <ul style="list-style-type: none"> • Introduce Unit 1 Week 5 • Review Unit 3 Weeks 3, 4; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Theme</p> <ul style="list-style-type: none"> • Introduce Unit 2 Week 1 • Review Unit 2 Weeks 2, 6; Unit 3 Week 6; Unit 4 Weeks 5, 6; Unit 6 Weeks 1, 2, 6
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.3.SL.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

- Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.
- Convey a perspective with clear reasoning and support.
- Identify the purpose and credibility of information being presented.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	The learner will present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
Concepts	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

Activities	Acadience Progress Monitor- Retell (Weekly, Biweekly, Monthly) Turn and Talk Think-Pair-Share Graphic Organizers- collaborate with partners, small groups
Assessments	Acadience Benchmark- Retell (Fall, Winter, Spring) Weekly Assessments <ul style="list-style-type: none"> ● Units 1, 3 (Character) ● Units 1, 3 (Cause and Effect) ● Units 1, 3, 4, 5, 6 (Text Structure) ● Units 1, 3 (Main Idea and Key Details) ● Units 2, 4, 6 (Theme)
Resources	Wonders Templates, Your Turn Practice Book Pages, TeachersGuide worksheets and vocabulary cards, Small Group Instruction Activities, Leveled Readers, Decodables, Close Reading Companion Book, Graphic Organizers
Key Vocabulary	identify, purpose, convey, support, demonstrate, collaborate, discuss, eye contact, participate, opinion, perspective, active, attentive, peer
Standard Frequency	<p>LA.3.SL.2</p> <p>Character, Setting, Plot: Character</p> <ul style="list-style-type: none"> ● Introduce Unit 1 Week 1 ● Review Unit 1 Weeks 2, 6; Unit 2 Week 6; Unit 3 Weeks 1, 2; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Character, Setting, Plot: Cause and Effect</p> <ul style="list-style-type: none"> ● Introduce Unit 1 Week 1 ● Review Unit 1 Weeks 2, 6; Unit 2 Week 6; Unit 3 Weeks 1, 2; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Text Structure: Sequence</p> <ul style="list-style-type: none"> ● Introduce Unit 1 Week 3 ● Review Unit 1 Weeks 4, 6; Unit 2 Week 6; Unit 3 Weeks 5, 6; Unit 4 Weeks 3, 4; Unit 5 Weeks 5, 6; Unit 6 Weeks 3, 4, 6 A <p>Main Idea and Key Details</p> <ul style="list-style-type: none"> ● Introduce Unit 1 Week 5 ● Review Unit 3 Weeks 3, 4; Unit 4 Week 6; Unit 5 Week 6; Unit 6 Week 6 <p>Theme</p> <ul style="list-style-type: none"> ● Introduce Unit 2 Week 1 ● Review Unit 2 Weeks 2, 6; Unit 3 Week 6; Unit 4 Weeks 5, 6; Unit 6 Weeks 1, 2, 6
Notes & Considerations:	

4th Grade ELA Curriculum Guide

Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.4.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Latin derived words.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

Learning Objectives	The learner will know and apply phonics and word analysis skills in decoding and spelling words.
Concepts	<ul style="list-style-type: none"> ● Greek & Latin roots and affixes ● Syllabication patterns ● Letter-sound correspondences ● Decode words
Activities	Daily Templates
Assessments	Weekly Differentiated Assessment - Approaching & On-level
Resources	Wonders Curriculum, Templates Units 1-6
Key Vocabulary	Decoding, encoding, syllabication, morphology, multisyllabic words
Standard Frequency	Daily in templates - ongoing throughout the year Unit 3 Week 5 Greek Roots Unit 4 Week 1 Latin Roots Unit 4 Week 4 Greek & Latin Roots Unit 5 Week 3 Greek & Latin Roots Unit 6 Week 4 Greek & Latin Roots
Notes & Considerations:	<ul style="list-style-type: none"> ● Should the 4th grade templates be updated or fixed so that same words are not practiced all week long. ● Is there a list of affixes that 4th grade needs to be responsible for?

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.4.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

- a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

Learning Objectives	The learner will develop accuracy, phrasing, and expression while reading a variety of grade-level text to support comprehension.
Concepts	<ul style="list-style-type: none"> ● Fluency ● Variety of Text ● Reading with expression ● Pace of reading depending on text style
Activities	Weekly Fluency Practice, Acadience Benchmarking and Weekly Progress Monitoring, Reading Weekly Stories, Leveled Readers, Accelerated Reader
Assessments	Acadience Benchmark, Wonders Fluency Passages, 6-Minute Solution
Resources	Wonders, 6-Minute Solution , Accelerated Reader , Acadience
Key Vocabulary	Accuracy, Expression, Fluency, Comprehension
Standard Frequency	Weekly Progress Monitoring throughout the year, Weekly Wonders Assessment - Comprehension Ongoing throughout the year
Notes & Considerations:	<ul style="list-style-type: none"> ● Common definitions for affixes are needed on the slides because some have multiple meanings depending on what week you are on.

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.

Learning Objectives	The Learner will determine a theme in a literary text and how it is expressed through key details.
Concepts	Theme & Key Details
Activities	Graphic organizers, weekly stories, leveled readers
Assessments	Weekly Wonders Assessment, Daily Practice, Discussion
Resources	Leveled Readers, weekly Wonders stories
Key Vocabulary	Theme, Key Details
Standard Frequency	Unit 2 Week 1 Theme Unit 2 Week 2 Theme Unit 4 Week 5 Theme Unit 6 Week 1 Theme Unit 6 Week 2 Theme Unit 6 Week 5 Theme

Notes & Considerations:

LA.4.RP.2 Analyze a character, setting, or event in a literary text, drawing on specific details such as a character’s thoughts, words, or actions.

Learning Objectives	The learner will analyze a character, setting, or event in a literary text, using specific details such as a character’s thoughts, words, or actions.
Concepts	Characters, setting, events, dialogue, key details
Activities	Graphic organizers, leveled readers discussion questions, discussion, daily work
Assessments	Weekly Assessment, Accelerated Reader Tests
Resources	Wonders,
Key Vocabulary	Characters, setting, events, dialogue, key details
Standard Frequency	Unit 1 Week 1 Character, Setting, Plot, Sequence Unit 1 Week 2 Character, Setting, Plot, Sequence Unit 5 Week 1 Character, Setting, Plot, Sequence Unit 5 Week 2 Character, Setting, Plot , Sequence Assess on Unit 1 & Unit 5
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.4.RP.3 Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.

Learning Objectives	The learner will distinguish the reader's viewpoint from the point of view of the narrator of the characters in a literary text.
Concepts	Point of view, Author’s Perspective
Activities	Graphic organizer, weekly Wonder Assessment, daily work
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Point of view
Standard Frequency	Unit 2 Week 5 Point of View Unit 3 Week 1 Point of View Unit 3 Week 2 Point of View Unit 3 Week 3 Author’s Point of View Unit 3 Week 4 Author’s Point of View Unit 3 Week 5 Author’s Point of View Unit 4 Week 2 Point of View

	Unit 4 Week 3 Point of View
Notes & Considerations:	

LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).

Learning Objectives	The learner will compare and contrast the structural elements of literary texts, such as dramas, narratives, and poems.
Concepts	Compare and Contrast, structural elements of different genres
Activities	graphic organizer, weekly stories,
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Compare, contrast, structural elements,
Standard Frequency	Unit 1 Week 3 Compare & Contrast
Notes & Considerations:	Do we need to supplement this skill?

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.4.RP.5 Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.

Learning Objectives	The learner will compare and contrast the treatment of similar themes and topics and patterns of events in literary text by different authors or from different cultures.
Concepts	Compare and Contrast, Themes
Activities	graphic organizer, weekly stories
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Compare, Contrast, Theme, Patterns
Standard Frequency	Unit 1 Week 3 Compare and Contrast Unit 4 Week 5 Theme with Narrative Poetry Unit 6 Week 5 Theme with Free Verse Poetry
Notes & Considerations:	

LA.4.RP.6 Explain what the text says explicitly and draw inferences when asking or answering questions,
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quoting or paraphrasing specific evidence from the text as appropriate.

Learning Objectives	The learner will explain what the text specifically states and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.
Concepts	Drawing inferences, Identify specific text evidence, paraphrasing, asking and answering questions
Activities	Close Reading, partner talk, AR
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Inferencing, paraphrasing, text evidence,
Standard Frequency	Unit 4 Week 1 Asking & Answering Questions with Narrative Nonfiction Unit 2 Week 5 Asking & Answering Questions with Haiku Unit 6 Week 5 Poetry with Rereading
Notes & Considerations:	

LA.4.RP.7 Explain an author or narrator/speaker’s treatment of similar themes and/or patterns of events in a wide range of literary texts.

Learning Objectives	The learner will explain an author or narrator/speaker’s treatment of similar themes and/or patterns of events in a wide range of literary texts.
Concepts	Theme. point of view
Activities	Close Reading, daily work, discussion
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Theme
Standard Frequency	Unit 4 Week 5 Theme & visualize with Narrative Poetry Unit 6 Week 5 Theme with Free Verse Poetry Unit 2 Week 5 Lyric Poetry & Haiku with Point of View
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.4.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

Learning Objectives	The learner will explain, read and comprehend a wide range of literary texts of appropriate complexity
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	for grade level independently and proficiently.
Concepts	text complexity, Comprehension
Activities	daily work, Wonders leveled readers, Wonders stories
Assessments	Wonders, AR tests
Resources	Wonders
Key Vocabulary	Comprehension,
Standard Frequency	This is covered during the Poetry weeks using the leveled readers
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key details.

Learning Objectives	The learner will determine the central idea of an information text and how it is shown through key details.
Concepts	Main Idea, Key Details, Informational text genre
Activities	Weekly Wonders, workbook activities, graphic organizer
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Main idea, key details, informational text,
Standard Frequency	Unit 1 Week 5 Information Text with Main Idea and Details Unit 2 Week 3 Information Text with Main Idea and Details Unit 2 Week 4 Information Text with Main Idea and Details Unit 6 Week 3 Information Text with Main Idea and Details Unit 6 Week 4 Information Text with Main Idea and Details
Notes & Considerations:	

LA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.

Learning Objectives	The learner will analyze an individual, event, scientific idea or concept, or steps in a process.
Concepts	Setting, Characters, Plot, Sequence
Activities	graphic organizer, workbook activities, weekly Wonders

Assessments	Wonders
Resources	Wonders
Key Vocabulary	Event, scientific idea, processes,
Standard Frequency	Unit 5 Week 4 Information Text Sequencing Unit 5 Week 5 Information Text Sequencing
Notes & Considerations:	Setting, Characters, and Plot is covered more in fiction

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.4.RI.3 Compare and contrast authors’ perspectives in multiple informational texts of the same topic.

Learning Objectives	The learner will compare and contrast authors’ perspectives in multiple informational texts of the same topic.
Concepts	Point of view
Activities	graphic organizer, workbook activities, Weekly Wonders
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Compare, contrast, perspectives
Standard Frequency	Unit 1 Week 3 Compare and Contrast in Informational Text Unit 3 Week 3 Author’s point of view Unit 3 Week 4 Author's point of view Unit 3 Week 5 Author’s point of view
Notes & Considerations:	

LA.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.

Learning Objectives	The learner will describe the overall structure of an information text and how it contributes to understanding the text.
Concepts	Text Structure, Informational text genre, comprehension
Activities	Group discussions, workbook, weekly Wonders test,
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Structure, informational text, contribute,
Standard Frequency	Unit 1 Week 3 Text Structure Unit 1 Week 4 Text Structure Unit 4 Week 4 Text Structure

	Unit 5 Week 3 Text Structure Unit 5 Week 4 Text Structure Unit 5 Week 5 Text Structure
Notes & Considerations:	covered in the essay question during the weekly assessment

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.4.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.

Learning Objectives	The learner will blend information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
Concepts	informational texts
Activities	Weekly wonders, graphic organizers, leveled readers
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Integration, informational text, topic, knowledge
Standard Frequency	
Notes & Considerations:	We are not sure if this is covered in wonders Maybe it is covered in the essay question on the weekly Assessment

LA.4.RI.6 Identify an author’s claim(s) and explain how the author supports the claim in the text.

Learning Objectives	The reader will identify an author’s claims and explain how the author supports the claim in the text.
Concepts	author’s claims
Activities	Weekly Wonders, graphic organizers, leveled readers
Assessments	Wonders
Resources	Wonders
Key Vocabulary	Author’s claims
Standard Frequency	Unit 1 Week 5 Persuasive Article & Reread & Main Idea and Key Details Unit 3 Week 5 Persuasive Article & Reread & Author’s Point of View
Notes & Considerations:	

LA.4.RI.7 Explain an author or speaker’s treatment of similar topics and/or patterns of events in a wide range of informational texts.

Learning Objectives	The reader will explain an author or speaker’s treatment of similar topics and/or patterns of events in a wide range of informational texts.
Concepts	Informational texts
Activities	Weekly Wonders, graphic organizers, leveled readers
Assessments	Wonders weekly assessments
Resources	Wonders
Key Vocabulary	informational texts
Standard Frequency	Unit 1 How challenges bring out the best in people Unit 2 What can we learn from nature Unit 3 Helping in the Community Unit 4 Government & Inventions Unit 5 Use what happened in the past to help us in the future Unit 6 Past, Present, & Future Ideas and Cultures
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.4.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

Learning Objectives	The reader will read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
Concepts	informational texts
Activities	Weekly Wonders, graphic organizers, leveled readers
Assessments	Wonders Weekly Assessments, Accelerated Reader tests
Resources	Wonders, AR
Key Vocabulary	informational texts, Comprehension
Standard Frequency	Leveled Readers along with the weekly fluency read comprehension questions
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.4.V.1 Acquire and use grade-level academic vocabulary appropriately.

- a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.
- b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).
- c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.

Learning Objectives	The learner will build and use grade-level vocabulary within academic and personal conversions.
Concepts	Dictionary Skills, Latin/Greek Roots, Word Origins
Activities	Wonders Templates, Daily Lessons(all subject areas), Daily Conversations
Assessments	Wonders Assessments, Daily Grammar Assignments/Assessments
Resources	Wonders, Vocabulary Graphic Organizers, Saxon: Grammar and Writing 4
Key Vocabulary	Etymologies, pronunciation, definition, context clues, part of speech, root word
Standard Frequency	<p>Wonders: Latin/Greek Roots: Unit(s): 3.4, 3.5, 4.1, 5.3, 6.3 Affixes: Unit(s): 1.5, 2.4 - On Daily Templates for every unit</p> <p>Saxon: Grammar and Writing 4 Definitions: Lessons: 27-120 Etymologies: Lesson: 30-120</p>
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.4.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.
- b. Recognize and explain the meaning of commonly occurring idioms and adages.
- c. Use knowledge of words by relating them to their antonyms and synonyms.

Learning Objectives	The learner will determine the author’s meaning using different forms of language(figurative, connotative, and technical).
Concepts	Figurative Language(Similes, metaphors, idioms, adages etc...) Synonyms, Antonyms

Activities	Wonders, Wonders Templates
Assessments	Wonders Assessment, Wonders Your Turn Daily Work
Resources	Wonders
Key Vocabulary	Similes, Metaphors, Idioms, Adages, Hyperbole, Synonyms, Antonyms, Figurative Language
Standard Frequency	Synonym/Antonyms: Unit(s): 1.1, 2.2, 3.3, 4.3, 5.4 Idioms: Unit(s): 1.2, 4.2 Homonyms: Unit(s): 1.3, 5.2, 6.2 Context Clues: Unit(s): 1.4, 2.3, 3.1, 3.2, 4.4 Affixes: Unit(s): 1.5, 2.4 - On Daily Templates for every unit Root Words: Unit(s): 2.1 Simile/Metaphor: Unit(s): 2.5, 5.1, 6.5 Latin/Greek Roots: Unit(s): 3.4, 3.5, 4.1, 5.3, 6.3 Connotation/Denotation: Unit(s): 4.5 6.1 Proverbs/Adages: Unit(s) 5.5, 6.4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.4.W.1 Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

- a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
- b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
- c. Identify and use simple appositive phrases.
- d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
- e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
- f. Identify and revise fragment and run-on sentences in speaking and writing.

Learning Objectives	The learner will use proper grammar to write organized sentences and paragraphs.
Concepts	Capital letters, punctuation, phrases, clauses, subject, predicate, parts of speech, Homonyms
Activities	Daily Writing Prompts/Journals, Wonders Your Turn, Daily Grammar Assignments
Assessments	Wonders Assessment, Saxon Grammar Assessments , Wonders Your Turn Workbook Pages
Resources	Wonders, Saxon: Grammar and Writing 4
Key Vocabulary	Homonyms, subject, predicate, part of speech, phrase, clause, fragment, run-on, prepositions
Standard Frequency	Subject & Predicate: Lesson 3, 4 Capitalization: Lesson 8, 15, 25, 26, 38, 41

	<p>Fragments & Run-ons: 23, 24, Phrase & Clause: 36 Daily vocab with each lesson Appositives: 58 Pronouns: 62, 64, 66, 69, 70, 71, 72, 77, 79, 82, 83 Verbs: 7, 9, 10, 12, 18, 19, 31, 65, 85-87, 89-92 Adverbs: 95, 96, 98-101, 103, 105, 106</p>
Notes & Considerations:	After initial concept is taught it is continually in daily work

LA.4.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will use print, cursive, or digital tools to produce a structured, detailed piece of writing in multiple subjects.
Concepts	Writing Process, Content Specific Topics, Cursive, Computer Usage, Peer/Adult Revisions
Activities	Daily Journals, Subject Specific Responses to Open-ended Questions, Prewriting activities(brainstorming, using graphic organizers, etc...)
Assessments	Assessments with each Content Area, Written Responses to Daily Prompts
Resources	Wonders, Saxon Grammar and Writing 4
Key Vocabulary	Proofreading, Revision, Feedback,
Standard Frequency	Weekly Graphic Organizers, Cursive-Zaner Bloser , Cross curricular Projects,
Notes & Considerations:	This needs to be supplemented within the wonders curriculum

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.4.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or character(s).
- b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
- c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the creative or expressive event or experience.

Learning Objectives	The learner will create writing that expresses a situation involving a narrator and characters.
Concepts	Introduction, Phrasing, Dialogue, Details(Descriptive & Sensory), Sequence, Conclusion/Resolution, Proofreading, Editing, Revision
Activities	Students will create a narrative about an event or experience, based on their personal interests or related to the content in a specific subject area.
Assessments	Revised/Published Pieces
Resources	Wonders, Saxon Grammar and Writing 4 , Other Content Texts
Key Vocabulary	Introduction, Conclusion, Characters, Setting, Events, Expression, Details, Dialogue
Standard Frequency	
Notes & Considerations:	Not really covered in the Wonders and hard to find time

LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.

- Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
- Use facts and details to support reasons and/or evidence.
- Use linking words and phrases to connect ideas.
- Provide a concluding statement or section related to the opinion.

Learning Objectives	The learner will voice their opinion with supportive reason or evidence.
Concepts	Facts, Opinions, Supporting Details, Evidence, Paragraph Structure
Activities	Respond to prompts/journal entries, Research Information related to specific topics, Find supporting details in informational and narrative text to support their opinion
Assessments	Journal Entries, Wonders Assessment
Resources	Wonders, Saxon Grammar and Reading 4
Key Vocabulary	Opinion, Perspective, Evidence, Reason, Concluding Statement
Standard Frequency	Weekly Essay questions require facts and detail to support their writing Close Read
Notes & Considerations:	

LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

- Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
- Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
- Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- Provide a concluding statement or section related to the information or explanation(s).

Learning Objectives	The learner will inform/explain a topic to an audience through writing, which includes text features.
Concepts	Facts, Supporting Details, Multimedia Elements, Text Features, Text Structure
Activities	Wonders Assessment, Research Paper Related to Subject Specific Content
Assessments	Wonders Assessment(using informational stories to provide a written response), Research Topic Paper
Resources	Wonders, Saxon Grammar and Reading 4 , Online Resources
Key Vocabulary	Information, Text Features, Illustrations, Multimedia
Standard Frequency	
Notes & Considerations:	Not really covered in the Wonders and hard to find time

LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.

- a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
- b. Identify print and digital tools to gather information and evidence.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	The learner will summarize important information from multiple sources to answer questions about a topic.
Concepts	Supporting Details, Summary, Evidence, Facts, Opinions
Activities	Wonders Your Turn, Wonders Assessment, Written Responses with Other Content Areas to explain events/situations(Science, Nebraska History, etc...)
Assessments	Wonders Assessment, Other Content Specific Assessments
Resources	Wonders, Other Content Texts, Saxon Grammar and Reading 4
Key Vocabulary	Summarize, Paraphrase, Plagiarism, Print and Digital Tools, Note-Taking, Organizing, Academic Integrity, Overreliance, Ethical Behavior
Standard Frequency	Essay Questions on Weekly Assessments
Notes & Considerations:	Not really covered in the Wonders and hard to find time

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.4.SL.1 Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.

- a. Ask relevant questions to build on ideas or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	The learner will prepare for and participate in structured discussions and collaboration about 4th grade topics and texts.
Concepts	Asking questions, identify verbal and non-verbal messages, have discussions with peers, listening skills, follow multi-step directions, showing respect for different points of view
Activities	Whole/partner discussion, Use text to support points of view, Active listening
Assessments	Quality of discussion, Collaborative Conversations,
Resources	Wonders, Cross Curricular projects
Key Vocabulary	Verbal, non-verbal,
Standard Frequency	Daily Discussion - on-going throughout the year Vocab Questions (Pair Share)
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.4.SL.2 Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Identify the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	The learner will report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.
Concepts	Communicate a point of view with supporting evidence, identify credibility with information, be sensitive with wording, use of presenting tools
Activities	Cross Curricular Presentation, Reader's Theaters, Fact checking by finding information in the text,
Assessments	Informal assessment with discussions, cross curricular rubric grading
Resources	Wonders
Key Vocabulary	Facts, relevance, details, themes,
Standard Frequency	Discussion - on-going throughout the year
Notes & Considerations:	

5th Grade ELA Curriculum Guide

Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.

FOUNDATIONS OF READING

Concepts of Print | Demonstrate knowledge of the organization and basic concepts of print.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

Mastered at Grade 2 and blended with other skills at this grade level.

Phonics and Word Analysis | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

LA.5.F.3 Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Greek derived words.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

Learning Objectives	The learner will accurately decode and read words with Greek roots and multisyllabic words.
Concepts	Greek and Latin roots, affixes, open and closed syllables
Activities	Templates, Wonders, Phonics , Hot and Cold Reads,
Assessments	Phonics Unit Checkups , Acadience, Progress Monitoring,
Resources	Wonders, Corrective Reading, EIR intervention
Key Vocabulary	Decoding, syllables, inflectional,
Standard Frequency	Spirals throughout the year
Notes & Considerations:	

Fluency | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

LA.5.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

Learning Objectives	The learner will use appropriate rate/expression and accuracy while reading complex text.
Concepts	Fluency

Activities	Hot/Cold Reads, Teacher Modeling, Reading Aloud
Assessments	Acadience Benchmark, Progress Monitoring
Resources	Wonders, Acadience
Key Vocabulary	Accuracy, rate, expression, complex text
Standard Frequency	Weekly
Notes & Considerations:	

■ **READING PROSE & POETRY**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.

Learning Objectives	The learner will identify and explain the theme in fictional text.
Concepts	Theme
Activities	Reading Writing Workshop Books, Leveled Readers, Closed Reading Companion , Epic
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Epic
Key Vocabulary	Theme
Standard Frequency	U2 Week 4, 5 U3 Week 1, 2 U4 Week 5 U6 Week 1, 2
Notes & Considerations:	

LA.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.

Learning Objectives	The learner will compare and contrast characters, setting, or events in fictional texts.
Concepts	Compare/Contrast,
Activities	Venn diagram, Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Compare/Contrast Venn Diagram
Standard Frequency	U1 Week 1, 2 U2 Week 2 U5 Week 2, 3
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.5.RP.3 Describe how a narrator or speaker’s point of view influences the meaning of a literary text.

Learning Objectives	The learner will identify and describe a narrator’s point of view in a fictional text.
Concepts	Author’s point-of-view
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Author’s point-of-view, first, second, and third person point-of-view
Standard Frequency	U1 Week 5, U3 Week 5, U4 Week 1, 2, 3, 4 U5 Week 5, U6 Week 5
Notes & Considerations:	

LA.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.

Learning Objectives	The learner will identify text features and explain the importance of the sequence in fictional text.
Concepts	Chapters, scenes, and stanzas in literary text
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Chapters, scenes, stanzas
Standard Frequency	U2 Week 5, U4 Week 1, 2, 5
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.

Learning Objectives	The learner will compare and contrast themes within fictional text of the same genre.
Concepts	Essential Questions
Activities	Essential Questions, Weekly Video, Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers, Venn Diagram

Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Themes, Compare/Contrast
Standard Frequency	Weekly
Notes & Considerations:	

LA.5.RP.6 Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

Learning Objectives	The learner will summarize text evidence to enhance comprehension.
Concepts	Summarizing, developing inferential questions
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Inferential questions,
Standard Frequency	Weekly
Notes & Considerations:	

LA.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.

Learning Objectives	The learner will explain relationships between characters, events, and ideas throughout a variety of fictional text.
Concepts	Character traits, comparing and contrasting, sequence
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	character, plot, setting, summary, compare/contrast
Standard Frequency	U1 Week 1, 2 U2 Week 2 U5 Week 2, 3
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.5.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

Learning Objectives	The learner will read and comprehend a variety of fictional text independently.
Concepts	Fluency and Comprehension, Reading endurance
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers, AR , novel studies
Assessments	AR Tests , Weekly Assessments, Selection Assessments, MAP, novel comprehension questions and activities
Resources	AR , Wonders, Corrective Reading, Tiered Interventions , novels
Key Vocabulary	Fluency, comprehension
Standard Frequency	Weekly
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

LA.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.

Learning Objectives	The learner will use key details to determine the main idea in informational text.
Concepts	Main idea, key details
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Main idea, key details
Standard Frequency	U3 Week 1, 4
Notes & Considerations:	

LA.5.RI.2 Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.

Learning Objectives	The learner will use informational text to compare and contrast people, events, and ideas.
Concepts	Compare and contrast, fact vs. opinion, sequencing
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Compare and contrast, sequence
Standard Frequency	U1 Week 1, 2 U2 Week 2 U5 Week 2, 3
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.5.RI.3 Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.

Learning Objectives	The learner will identify and describe an author’s point of view in informational text.
Concepts	Author’s point-of-view, opinions
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Opinions, beliefs, assumptions, biases
Standard Frequency	U1 Week 5, U3 Week 5, U4 Week 1, 2, 3, 4 U5 Week 5, U6 Week 5
Notes & Considerations:	

LA.5.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Learning Objectives	The learner will explain how text features contribute to the meaning of text.
Concepts	Text features in text
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP

Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals
Standard Frequency	Weekly
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.

Learning Objectives	The learner will use multiple texts to develop knowledge over a topic.
Concepts	Essential Questions
Activities	Essential Questions, Weekly Video, Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers,
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	relevant, perspective, supporting details,
Standard Frequency	Weekly
Notes & Considerations:	

LA.5.RI.6 Analyze the development of an author’s claim(s) and how supporting evidence is used to support the claim(s).

Learning Objectives	The learner will use supporting text evidence to develop and analyze an author’s claim.
Concepts	Author’s claims, supporting text evidence
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Author’s claims, supporting text evidence
Standard Frequency	U1 Week 5, U3 Week 5, U4 Week 1, 2, 3, 4 U5 Week 5, U6 Week 5
Notes & Considerations:	

LA.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.

Learning Objectives	The learner will use a variety of informational text to explain relationships between texts.
Concepts	Character traits, comparing and contrasting, sequence
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers
Assessments	Weekly Assessments, Selection Assessments, MAP
Resources	Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	character, plot, setting, summary, compare/contrast
Standard Frequency	U1 Week 1, 2 U2 Week 2 U5 Week 2, 3
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.5.RI.8 Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.

Learning Objectives	The learner will read and comprehend a variety of complex informational text independently.
Concepts	Fluency and Comprehension, Reading endurance
Activities	Reading Writing Workshop Books, Closed Reading Companion , Leveled Readers, AR
Assessments	AR Tests , Weekly Assessments, Selection Assessments, MAP
Resources	AR , Wonders, Corrective Reading, Tiered Interventions
Key Vocabulary	Fluency, comprehension
Standard Frequency	Weekly
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.5.V.1 Acquire and use grade-level academic vocabulary appropriately.

- a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.
- c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.

Learning Objectives	The learner will use context clues, affixes, and reference materials to determine a words meaning.
Concepts	Context Clues, Greek and Latin affixes and roots, reference materials
Activities	Reading Writing Workshop Books, Literature Theology Books, Phonics , Reading Practice Workbook, Vocabulary Notebook, Word Families, Templates
Assessments	Weekly Assessments, Selections Assessments, MAP
Resources	Vocabulary Book, Wonder Series
Key Vocabulary	Context clues, affixes, glossary, dictionary
Standard Frequency	U1 Week 1, 4, 5 U2 Week 1, 3 U3 Week 1, 2, 3, 4, 5 U4 3, 4, U4 Week 1 ,2, U5 Week 1, 3, 4, 5 U6 Week 3
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.5.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
- c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Learning Objectives	The learner will determine and clarify the meanings of unknown words.
Concepts	Figurative Language, Synonyms, Antonyms, Homographs
Activities	Figurative Language Snowglobes , Book Creator: Figurative Language Book , Reading Writing Workshop Book, Reading Practice Workbook
Assessments	Weekly Assessments, Selections Assessments, MAP
Resources	Wonder Series
Key Vocabulary	Figurative Language, Idioms, Adages, Proverbs, Synonyms, Antonyms, Homographs

Standard Frequency	U1 Week 2, 3, U2 Week 2, 4, 5, U4 Week 1, 2, 5, U5 Week 2, U6 1, 2, 4, 5
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.5.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
- b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
- c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
- d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

Learning Objectives	The learner will use correct grammar and punctuation to compose and revise sentences within compositions.
Concepts	Capitalization, punctuation, titles, subject/verb agreement, adjectives, interjections, conjunctions, fragments and run-on sentences, editing and revising
Activities	Spelling Writing Page, English Papers, Complete sentences on assignments
Assessments	Saxon grammar assessments , English Assessments
Resources	Phonics , Saxon grammar English Textbook , Wonders Spelling
Key Vocabulary	Capitalization, punctuation, titles, subject/verb agreement, adjectives, interjections, conjunctions, fragments and run-on sentences, editing and revising
Standard Frequency	Weekly
Notes & Considerations:	

LA.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will develop and compose written material for a purpose.
Concepts	Brainstorming, prewriting, editing, revising, publishing
Activities	Cross-curricular activities , C.U.P.S. proofreading strategies for peer review,
Assessments	Rubrics for Writing Assessments,
Resources	English Textbook, Wonders series
Key Vocabulary	Brainstorming, prewriting, editing, revising, publishing
Standard Frequency	Quarterly
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.5.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or characters.
- b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
- c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the creative or expressive event or experience.

Learning Objectives	The learner will compose a creative or expressive narrative in sequential order using vivid details and transitional words.
Concepts	Sequence, transitions, sensory details, dialogue,
Activities	Personal narrative, Wonders spelling
Assessments	Rubric for personal narrative
Resources	English Textbook, Wonders Series, Saxon grammar
Key Vocabulary	Transitional words, sequence, conclusion
Standard Frequency	Once a semester
Notes & Considerations:	

LA.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.

- a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
- b. Use facts and details to support reasons and/or evidence.
- c. Use words, phrases, and key vocabulary to connect ideas.
- d. Provide a concluding statement or section related to the perspective.

Learning Objectives	The learner will compose an opinion passage supported by evidence.
Concepts	Cause and effect, sequence, transition words, fact vs. opinion
Activities	Opinion writing
Assessments	Wonders Writing Rubric
Resources	Wonders, Unit 3 and 6
Key Vocabulary	Cause and effect, sequence, transition words, fact vs. opinion, introduction, body, conclusion
Standard Frequency	Once per Semester
Notes & Considerations:	

LA.5.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
- c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- d. Provide a concluding statement or section related to the information or explanation(s).

Learning Objectives	The learner will compose informative pieces based on a research topic.
Concepts	Sequence, transition words, fact vs. opinion, definitions, details, quotations
Activities	Informative/Explanatory Writing
Assessments	Wonders Writing Rubric
Resources	Wonders Reading, Unit 2
Key Vocabulary	Sequence, transition words, fact vs. opinion, definitions, details, quotations, introduction, body, conclusion
Standard Frequency	Once per semester
Notes & Considerations:	

LA.5.W.6 Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.

- a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
- b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.

- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	The learner will gather relevant research pertaining to a particular topic in order to answer questions.
Concepts	Paraphrasing, research, plagiarism, digital citizenship
Activities	Informational writing and research
Assessments	Wonders Research Report Rubric
Resources	Wonders Reading, U5
Key Vocabulary	Paraphrasing, research, plagiarism, digital citizenship
Standard Frequency	Annually
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	The learner will ask questions to clarify ideas and participate in appropriate conversations with peers and adults.
Concepts	Ask and answer questions, nonverbal cues, eye contact, notes, following directions, taking turns
Activities	Collaborative conversations, speeches
Assessments	Speaking and listening checklists
Resources	Wonders, SmartStart
Key Vocabulary	Ask and answer questions, nonverbal cues, eye contact, notes, following directions, taking turns
Standard Frequency	Once an academic year

Notes & Considerations:

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.5.SL.2 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Identify the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	The learner will give a speech to an audience with a clear and logical focus.
Concepts	Eye contact, volume, pronunciation, purpose, awareness, sensitivity, perspective, credibility, visual aids
Activities	Present a speech to an audience
Assessments	Wonders speaking checklist
Resources	Wonders, U5 & U6
Key Vocabulary	Eye contact, volume, pronunciation, purpose, awareness, sensitivity, perspective, credibility, visual aids
Standard Frequency	Twice a year
Notes & Considerations:	

6th Grade ELA Curriculum Guide

Note: Items specific to Humphrey are in **BLUE**, and items specific to Stanton are in **ORANGE**.

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.6.RP.1 Determine the implied or explicit theme of a literary text and how it develops over the course of a text.

Learning Objectives	The learner will use text evidence to establish the theme of a reading selection.
Concepts	Identifying the importance of various concepts in a selection to develop a general message the selection is trying to convey. Identify details that indicate what the characters say, do, and experience to help determine the theme
Activities	Access Complex Text - Questions as we read Small Group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Theme, plot, characters, events
Standard Frequency	Introduce U2W5 Review U3W1, U3W2; U4W3, U4W4, U4W6; U5W6; U6W5
Notes & Considerations:	Assess U2,U3, U4, U6

LA.6.RP.2 Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.

Learning Objectives	The learner will develop an explanation of the plot of various reading selections.
Concepts	Identifying the importance of various events in a selection and how they tie together to construct an idea of the plot and pacing of a selection.
Activities	Access Complex Text-Questions as we read Small Group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop

	Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Plot, rising and falling action, climax, resolution, problem, solution
Standard Frequency	Weekly
Notes & Considerations:	Assessed U1, U5

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.6.RP.3 Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.

Learning Objectives	The learner will recognize details that were important to the writer of a text selection.
Concepts	Using text evidence to identify important detail in a selection
Activities	Access Complex Text - Questions as we read Small Group Leveled Readers
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Author’s point-of-view, perspective, topic, positive, negative, first, second, and third person point-of-view
Standard Frequency	Weekly
Notes & Considerations:	Assessed U1, U4, U5

LA.6.RP.4 Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).

Learning Objectives	The learner will recognize various literary elements associated with a text selection.
Concepts	Identify how the structure of a selection ties the information together.
Activities	Access Complex Text - Questions as we read Small Group Leveled readers
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments

Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	chapters, scenes, stanzas, theme, setting, plot, sequences
Standard Frequency	Weekly
Notes & Considerations:	Assessed U1, U5

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

LA.6.RP.5 Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.

Learning Objectives	The learner will compare and contrast text in different forms or genres.
Concepts	Evaluate story elements of different types of writing selections.
Activities	Access Complex Text - Questions as we read Small Group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Historical fiction, expository text, poetry, realistic fiction, narrative nonfiction, informational article, biography, drama, myths
Standard Frequency	Weekly
Notes & Considerations:	

LA.6.RP.6 Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

Learning Objectives	Find clues in the text and use information from your own background knowledge to make an inference.
Concepts	Using prior knowledge and making connections to the text create inferences
Activities	Close Reading Questions Small Group

Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Inference, evaluate, summarizing, paraphrasing, background knowledge
Standard Frequency	Weekly
Notes & Considerations:	

LA.6.RP.7 Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.

Learning Objectives	The learner will recognize multicultural perspectives across a variety of texts.
Concepts	Students will look at information from other people’s points of view that may not be necessarily like them. Explain relationships between two or more individuals or events in literary text citing evidence to develop a multicultural perspective.
Activities	Access Complex Text -ACT - Questions Small group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Culture, perspective, traditions, customs, heritage, diversity, beliefs, understanding
Standard Frequency	U2, 3, 4, 5, 6
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

LA.6.RP.8 Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	The learner will read and comprehend a variety of literary texts that are appropriate for their age.
Concepts	Recognizing the relevance of information from varying points of view.
Activities	Access Complex Text -ACT - Questions Small group

	AR
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Leveled readers Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	appropriate, literary text, comprehension
Standard Frequency	Weekly
Notes & Considerations:	

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.6.RI.1 Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.

Learning Objectives	The learner will use text evidence to establish the central idea of informative writing.
Concepts	Summarize and analyze the text using key details to explain the main idea
Activities	ACT-Questions as we read Wonders Templates Small Group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Main idea, organization, prior experience, summarize
Standard Frequency	Wonders - <u>Introduce</u> U1W3 <u>Review</u> U1W4, U1W6; U3W5; U4W6; U6W1, U6W3
Notes & Considerations:	Assessed in U1, U3, U6

LA.6.RI.2 Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.

Learning Objectives	The learner explains how a key concept, idea, or individual is developed through the text.
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Concepts	Use supporting details to establish what are the important ideas, events, or individuals in informational text. Apply knowledge of text features to locate information and explain how the information contributes to an understanding of the text.
Activities	Access Complete Text - Questions as we read Small Group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Supporting details
Standard Frequency	Weekly U1W3,4,5 U2W1,2 U3W3,5 U4W1, U5W3,4,5 U6W1,2,3,4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.6.RI.3 Explain how an author establishes and conveys a perspective or purpose in an informational text.

Learning Objectives	The learner will determine the author’s purpose in writing a piece of informational text.
Concepts	Analyze text to determine author’s purpose and describe how author’s perspective influences text.
Activities	Access Complex Text -ACT - Questions Small group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Wonders Close Reading Companion
Resources	Wonders Your Turn Practice Book Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Author’s Purpose or Author’s Point of View, opinion, bias
Standard Frequency	APoV: Introduce U1W5 Review U2W6; U4W1, U4W2; U5W5, U5W6; U6W6 Assess U1, U4, U5
Notes & Considerations:	Author’s Purpose - Weekly?

LA.6.RI.4 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Learning Objectives	The learner will analyze how a particular sentence, chapter, or section of a text adds to the development of the author’s ideas within the text.
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Concepts	Supporting details, text evidence, text structure, organizational patterns
Activities	ACT - Questions Small group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Wonders Close Reading Companion
Resources	Wonders Your Turn Practice Book Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Relevancy, supporting evidence, sequence/chronological, description, cause and effect, compare/contrast, fact/opinion
Standard Frequency	Weekly
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.6.RI.5 Compare and contrast one author’s presentation of information with that of another.

Learning Objectives	The learner will compare and contrast the author’s text with that of another
Concepts	Compare and contrast text in different forms or genres in terms of their approaches to similar main ideas and topics Essential questions
Activities	Access Complete Text - Questions Small group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Compare/Similarities, Contrast/Differences, Text connections
Standard Frequency	Weekly
Notes & Considerations:	

LA.6.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

Learning Objectives	The learner will evaluate the development of an argument and identify the supporting statements
Concepts	Determine the text evidence that supports the author’s argument
Activities	Access Complex Text -ACT - Questions Small group Argument writing - choose a side and support
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Supporting statements, evidence, proof, opinion, evidence, claim
Standard Frequency	Weekly
Notes & Considerations:	

LA.6.RI.7 Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.

Learning Objectives	The learner will recognize multicultural perspectives across a variety of texts.
Concepts	Students will look at information from other people’s points of view that may not be necessarily like them. Explain relationships between two or more individuals or events in informational text citing evidence to develop a multicultural perspective.
Activities	Access Complex Text -ACT - Questions Small group
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Wonders Your Turn Practice Book Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl)
Key Vocabulary	Culture, perspective, traditions, customs, heritage, diversity, beliefs, understanding
Standard Frequency	U2, 3, 4, 6
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.6.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	The learner will read and comprehend a variety of informational texts that are appropriate for their age.
Concepts	Recognizing the relevance of information from varying points of view. Read leveled text with appropriate, rate, fluency, and expression Reading endurance
Activities	Access Complex Text -ACT - Questions Small group AR
Assessments	Wonders Your Turn Reading Workbook Weekly Assessments Selection Assessments
Resources	Leveled readers Wonders Reading Writing Workshop Wonders Reading Anthology Weekly Literature Anthology and Workshop Story Graphic Organizers (Bama Girl) Novels - Intervention
Key Vocabulary	appropriate, informational text, comprehension, text complexity
Standard Frequency	Weekly
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.6.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Learning Objectives	The learner will determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. The learner will select and apply knowledge of context clues
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	The learner will acquire new academic and content-specific grade level vocabulary, relate to prior knowledge, and apply in new situations. The learner will verify the meaning and pronunciation of words or phrases using reference materials.
Concepts	Context clues, Reference materials, Greek and Latin Roots
Activities	Wonders Templates Quizlet Wonders Slides, Vocabulary Documents Vocabulary Logs Small Groups
Assessments	Wonders Your Turn Workbook-Vocabulary Skills Pages, Use of reference materials-dictionary, thesaurus, etc. Weekly Assessments Selection Assessments
Resources	Your Turn Vocabulary Resources, Tier 2 vocabulary, Differentiated Instruction - Small group pages
Key Vocabulary	Greek and Latin Roots
Standard Frequency	Weekly
Notes & Considerations:	Phonics/word study Workstation activity cards Vocabulary visual cards

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

LA.6.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

Learning Objectives	The learner will identify and use semantic relationships to determine the meaning of words, aid in comprehension, and improve writing. The learner will interpret figures of speech in context. The learner will distinguish among the connotations of words with similar denotations.
Concepts	Context and paragraph clues, use semantic relationships, identify connotation and denotation of words
Activities	Wonders Templates Vocabulary Documents Small Group Leveled Readers
Assessments	ACT questions as we read Skill Pages Weekly Assessment
Resources	Wonders Your Turn Workbook Resources Wonders Differentiated Instruction Activities/Directives
Key Vocabulary	Connotation, Denotation, simile, metaphor, alliteration, onomatopoeia, imagery, rhythm,

	personification, hyperbole, idioms, analogy, tone, mood
Standard Frequency	Weekly
Notes & Considerations:	Phonics/word study Workstation activity cards - Vocabulary visual cards

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.6.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.
- c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.
- d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.
- e. Identify and use verb tenses (e.g., progressive).
- f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).
- g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

Learning Objectives	The learner will create grammatically correct multi-paragraph compositions
Concepts	Capitalization, punctuation, correct verb tenses, revise and edit fragment and run-on sentences
Activities	Vocabulary Logs Google Doc vocabulary sentences
Assessments	6 Traits of Writing Wonders Weekly Assessments
Resources	Saxon Grammar Wonders -expert models Houghton Mifflin English
Key Vocabulary	Conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax and semantics)
Standard Frequency	Daily
Notes & Considerations:	Science or social studies correlations?

LA.6.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.

- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will use prewriting activities to generate ideas, organize information, guide writing, and answer questions. The learner will generate a draft that develops a clear topic, include a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. The learner will revise to improve and clarify writing through self monitoring strategies and feedback from others.
Concepts	Proof-reading and revising text, organization of text
Activities	Whole group analyze the task / brainstorming / sharing ideas Inquiry Space Writing conferences with peers and adults Small Group Peer Conferencing
Assessments	Week 6 writing rubrics Weekly Assessment
Resources	Graphic organizers Wonders expert models Wonders Tier 2 Writing and Grammar Houghton Mifflin English Saxon Grammar
Key Vocabulary	pre writing, drafting, revising, editing, proofreading, feedback
Standard Frequency	Weekly / Monthly (Week 6)
Notes & Considerations:	Do we need to have common graphic organizers?

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.6.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.
- Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.
- Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
- Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

Learning Objectives	The learner will communicate information and ideas effectively through a variety of literary writing forms
Concepts	point of view, plot, character development, dialogue, pacing, transitional words, descriptive/sensory details, figurative language, conclusions
Activities	Write to sources
Assessments	Week 6 writing rubrics Wonders Weekly Assessment 6 Traits of Writing
Resources	Graphic organizers Wonders expert models Wonders Tier 2 Writing and Grammar Houghton Mifflin English Saxon Grammar
Key Vocabulary	Rising action, falling action, conflict, plot, introduction, conclusion, compare and contrast, theme, main idea and key details, pace
Standard Frequency	Weekly / Monthly (Week 6)
Notes & Considerations:	Do we need to break down where each concept is taught specifically?

LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.

- a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
- b. Use relevant evidence from two or more credible sources.
- c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from the argument presented.

Learning Objectives	The learner will make claims about a topic and include reasons and evidence to support their claims. The learner will compare mentor texts to create a similar piece.
Concepts	Stating claims, identifying arguments in the real world, Identifying credible sources, supporting claims,
Activities	Mini lesson: claim writing, organizing ideas, conclusion Writing conferences with teacher Peer writing conferences Inquiry Space
Assessments	Unit 3 Argument writing rubrics Week 6
Resources	Houghton Mifflin English Wonders Writer's Workspace
Key Vocabulary	argument, claim, evidence, reason
Standard Frequency	Wonders Unit 3 and Unit 6
Notes & Considerations:	

LA.6.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
- c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

Learning Objectives	The learner will introduce a topic or thesis statement The learner will develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. The learner will compare mentor texts to create a similar piece.
Concepts	Developing the topic, using linking words and phrases to connect ideas, conclusion writing
Activities	How to text, mentor text review. mini lessons: develop a topic, linking words, precise language Teacher/student writing conferences Peer writing conferences
Assessments	Unit 2 Informative/Explanatory writing rubrics Week 6
Resources	Wonders Writer’s Workspace Houghton Mifflin English Inquiry Space
Key Vocabulary	explanatory essay, topic, evidence, thesis, precise language, content words
Standard Frequency	Wonders Unit 2
Notes & Considerations:	

LA.6.W.6 Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.

- a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.
- b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	The learner will conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
Concepts	Set research goals, identify reliable sources, paraphrasing, organizing notes, presenting information

Activities	Mini lesson: claim writing, organizing ideas, conclusion Writing conferences with teacher Peer writing conferences Inquiry Space
Assessments	Wonders Unit 5 Writing rubric
Resources	Wonders Writer’s Workspace Houghton Mifflin English Inquiry Space
Key Vocabulary	Evidence, sources, analyze, research, primary and secondary sources, inquiry, credibility, paraphrase, plagiarism, bibliography, cite,
Standard Frequency	Wonders Unit 6
Notes & Considerations:	Science or social studies reports?

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.6.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	The learner will utilize active and attentive listening skills. The learner will analyze and evaluate the purpose and credibility of information being presented. The learner will complete a task following multi-step directions.
Concepts	Ask and answer questions, verbal and nonverbal cues, word choice, grammar and structure.
Activities	Writing presentations to the class Engage in collaborative discussions about weekly concepts Inquiry Space - Speaking and Listening presentations
Assessments	Wonders Week 6 Houghton Mifflin English
Resources	Expert models on Wonders website, Wonders Week 6
Key Vocabulary	Active listening, eye contact, body language, tone, pacing, expression, ask meaningful questions
Standard Frequency	Daily

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.6.SL.2 Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Analyze the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	The learner will communicate ideas and information in a clear and concise manner. The learner will demonstrate and adjust speaking techniques for a variety of purposes
Concepts	Ask and answer questions, verbal and nonverbal cues, word choice, tone, volume, pacing and expression.
Activities	Present to peers Small Group Engage in collaborative discussions about weekly concepts Inquiry Space - Speaking and Listening presentations Social Studies Ancient Civilization presentations
Assessments	Wonders Week 6, Houghton Mifflin English
Resources	Expert models on Wonders website, Wonders Week 6
Key Vocabulary	Active listening, eye contact, body language, tone, pacing, expression, word choice
Standard Frequency	Daily
Notes & Considerations:	Presenting technology projects

Grades 7-12 ELA Curriculum Guide Description

Curriculum mapping at the secondary level focuses on the core English classes taught at the 7-12 level. These classes include:

- English 7
- English 8
- English 9
- English 10
- English 11
- Vocational English 11
- English 12
- Vocational English 12
- Journalism
- Speech

Additional elective courses also support the English Language Arts state standards. Student learning outcomes are outlined in all course syllabi at Stanton Community Schools.

7th Grade ELA Curriculum Guide

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.

Learning Objectives	Learners will be able to use key details in a literary text to support two or more implied or explicit themes.
Concepts	Theme & Analysis; Author’s Perspective; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Learning Objectives	Learners will analyze how plot, characters, and meaning are developed through events, dialogue, and descriptive details in a text.
Concepts	Elements of a Short Story; Elements and Structure of Drama; Elements and Structure of a Larger Literary Text; Character/Plot Analysis, Descriptive Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4

Notes & Considerations:

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

Learning Objectives	Learners will analyze how an author uses literary elements to convey and contrast the point of view of characters or narrators in a literary text.
Concepts	Author's Perspective; Author's Craft, Author's Purpose/Intent
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

Learning Objectives	Learners will analyze the structure of a text and how it contributes to theme and meaning.
Concepts	Theme & Analysis, Author's Perspective; Author's Craft; Author's Purpose/Intent
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

Learning Objectives	Learners will compare and contrast fictional elements of a text to a historical account of the same period.
Concepts	Fiction vs. Reality, Figurative Language, Character Archetypes; Plot/Character Progression; Influential Texts, Fiction vs. NonFiction
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

Learning Objectives	Learners will draw conclusions and deepen understanding of self and others through a literary text by synthesizing the themes.
Concepts	Theme & Analysis; Implied and Stated Theme
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.

Learning Objectives	Learners will evaluate characters, individuals, events, or ideas and ideas in literary texts to compare and contrast between them and a wide variety of perspectives.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read complex literary texts independently and proficiently for comprehension.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.

Learning Objectives	Learners will be able to use key details in an informational text to support two or more implied or explicit themes.
Concepts	Theme & Analysis; Author’s Purpose
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

Learning Objectives	Learners will use details in an informational text to analyze relationships and interactions between events, ideas, and/or concepts.
Concepts	Text analysis; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

Learning Objectives	Learners will be able to distinguish between how different authors establish or convey perspective or purpose.
Concepts	Author’s Perspective, Author’s Purpose
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.

Learning Objectives	Learners will analyze how major sections of an informational text contribute to the development of ideas.
Concepts	Text Organization, Author’s Purpose
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.7.RI.5 Analyze how the major sections of text contribute to the development of ideas in an informational text.

Learning Objectives	Learners will analyze how major sections of an informational text contribute to the development of ideas.
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Concepts	Text Organization, Author’s Purpose, Point of View
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

Learning Objectives	Learners will identify the type(s) of reasoning used to develop and support an argument.
Concepts	Text Organization, Author’s Purpose, Argumentative Writing
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.

Learning Objectives	Learners will evaluate characters, individuals, events, or ideas and ideas in informational texts to compare and contrast between them and a wide variety of perspectives.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4

Notes & Considerations:

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read complex informational texts independently and proficiently for comprehension.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Learning Objectives	Learners will learn and apply grade-level vocabulary for various purposes.
Concepts	Context Clues; Meaning; Affixes; Roots; Pronunciation; Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives; Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary

Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

Learning Objectives	Learners will identify figurative language and how it is used in an author’s text.
Concepts	Figures of Speech; Cause and Effect; Word Connotation
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives; Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use a comma to separate coordinate adjectives.
- c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
- d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

Learning Objectives	Learners will use varied sentence structure to write multi-paragraph compositions.
Concepts	Capitalization, Comma Use, Types of Clauses, Types of Modifiers, Types of Adjectives, Types of Phrases, Fragments, Run-ons, Verb Tense
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays

Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	Learners will follow the writing process to create, produce, and edit grade-level speeches.
Concepts	Essay Organization, Editing, Proofreading, Feedback
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

- d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
- e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

Learning Objectives	Learners will write in a variety of modes to convey personal experiences through grade-level essay writing.
Concepts	Writing Task, Purpose, and Audience; Narrator; Characters; Point-of-view, Sequence of Events; Literary Techniques; Transition Words
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Explain and cite relevant evidence from multiple credible sources.
- c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

Learning Objectives	Learners will write grade-level essays containing reasoning and evidence to develop an argument.
Concepts	Writing Task and Purpose, Evidence, Source Credibility, Key Vocabulary, Concluding Statement
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
- c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

Learning Objectives	Learners will examine a specific topic to create and write an informative essay.
Concepts	Text Features, Illustration, Multimedia elements, Facts, Details, Quotations, Examples, Key Vocabulary, Concluding Statement
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Learners will gather and use credible evidence from a variety of sources to form an answer to a research question.
Concepts	Evidence Credibility, Paraphrasing, Drawing Conclusions, Note-taking Formats, Organization, Citing Sources, Ethics in Communication, Multiple Perspectives
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary

Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	Learners will create and deliver grade-level structured discussions.
Concepts	Verbal and Non-verbal cues, Multiple Perspectives, Listening Skills, Multi-step Directions
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.7.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	Learners will present themes and central ideas through speaking.
Concepts	Key Ideas and Details, Descriptions, Facts, Theme, Central Idea, Speaking Techniques, Reasoning and Evidence, Source Credibility, Word Use, Visual Aids, Digital Tools
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

7th Grade Creative Studies Curriculum Guide

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.

Learning Objectives	Learners will be able to identify and discuss key details in a literary work to support two or more implied or explicit themes about community and multicultural perspective.
Concepts	Community; Perspective; Ethnic; Multicultural; Theme & Analysis; Author’s Perspective; Key Ideas and Details
Activities	Reading and Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Seedfolks</i> Novel
Key Vocabulary	Text related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how plot, conflict within characters, and meaning are developed through events, dialogue, and descriptive details in a text. ➤ Learners will analyze the details of poetry to reveal its meaning.
Concepts	Dialogue and Dialect; Characterization; Character traits; Motivation; Conflict; Comprehension; Plot Analysis, Descriptive Details
Activities	Reading and Structured Discussion; Graphic Organizer; Note-taking; Formative Assessments
Assessments	Summative Assessments
Resources	<i>Seedfolks</i> Novel Supplemental Various Poetry (Example: Shel Silverstein Unit on CommonLit.org)
Key Vocabulary	Text related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how an author uses literary elements to convey and contrast the point of view of characters or narrators in a literary text. ➤ Learners will be able to cite textual evidence to support their analysis.
Concepts	Literary elements; compare-contrast; point-of-view; Author’s Perspective; Author’s Craft, Author’s Purpose/Intent
Activities	Reading and Structured Discussion; Note-taking; Graphic Organizer; Formative Assessments;
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Seedfolks</i> Novel Supplemental Various Poetry (Example: Shel Silverstein Unit on CommonLit.org)
Key Vocabulary	Text and related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to identify and define text structure and organizational patterns. ➤ Learners will analyze the text structure and organizational pattern of a text and how it contributes to the overall theme and meaning.
Concepts	Text Structure; Organizational Patterns; Theme & Analysis, Author’s Perspective; Author’s Craft; Author’s Purpose/Intent
Activities	Flipbook Notes; Structured Discussion; Note-taking; Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Seedfolks</i> Novel Various Supplemental HQImS
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

Learning Objectives	Learners will examine how themes, events, and characters from various myths influence modern fictional texts.
Concepts	Mythology; Fiction vs. Reality, Figurative Language, Character Archetypes; Influential Texts, Fiction vs. NonFiction
Activities	Mythology Poster Project; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

Learning Objectives	Learners will draw conclusions and deepen understanding of themselves and others through a literary text by identifying and analyzing themes.
Concepts	Theme & Analysis; Implied and Stated Theme
Activities	Structured Discussion; Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Seedfolks</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.

Learning Objectives	Learners will evaluate characters, individuals, events, or ideas and ideas in literary texts to compare and contrast between them and a wide variety of multicultural perspectives.
Concepts	Author's Perspective; Multicultural Perspectives; Point of View
Activities	Structured Discussion; Graphic Organizer; Note-taking; Hexagonal Thinking; Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments

Resources	<i>Seedfolks</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.7.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read complex literary texts independently and proficiently for comprehension.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Seedfolks</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze two or more implied or explicit central ideas within an informational text to identify and support their individual analysis. ➤ Learners will gather information in order to write in various modes and mediums.
Concepts	Research; Support, Central Ideas; Key Details; Instructions; Theme & Analysis; Author’s Purpose
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments

Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

Learning Objectives	Learners will use details in an informational text to organize and build relationships and interactions between events, ideas, and/or concepts.
Concepts	Text Structure; Analysis; Key Ideas; Supporting Details
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to distinguish between how different authors establish or convey perspective or purpose. ➤ Learners will be able to evaluate the credibility of online sources. ➤ Learners will be able to identify and create works that establish different perspectives.
Concepts	Credibility; Online Sources; Authority on Subject; Author’s Perspective, Author’s Purpose
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary

Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how major sections of an informational text contribute to the development of ideas. ➤ Learners will demonstrate digital and technology responsibility towards researching and creating appropriate material.
Concepts	Text Organization, Author’s Purpose; Technology Responsibility
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.7.RI.5 Analyze how the major sections of text contribute to the development of ideas in an informational text.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze various informational texts to identify how major sections contribute to the overall meaning. ➤ Learners will be able to accurately follow a given set of instructions written by a peer group.
Concepts	Text Structure; Organizational Patterns; Author’s Purpose, Point of View; Supporting Details
Activities	Researching; Google Applied Digital Skills; Writing and Following Instructions; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

Learning Objectives	Learners will analyze an argument or strong point of view to identify the reasoning and details used to support the argument.
Concepts	Organizational Patterns; Text Structure/Organization, Author’s Purpose, Point-of-View; Argumentative/Persuasive Writing; Claims; Reasoning; Supporting Details
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.RI.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will evaluate individuals, events, or ideas and ideas in an informational text to create posters and presentations. ➤ Learners will evaluate an informational text to analyze multiple ideas and perspectives, relating it to their own.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View
Activities	Canva; Posters; Presentations; Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.7.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will read complex informational texts independently and proficiently for comprehension. ➤ Learners will read and comprehend literary nonfiction to provide evidence to support their own claims.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent; Support; Analysis; Claims; Evidence; Key Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Learning Objectives	Learners will learn and apply grade-level vocabulary for various purposes through different reading, writing, speaking, and listening activities.
Concepts	Reading; Speaking; Listening; Writing; Technology; STEM; Context Clues; Meaning; Affixes; Roots; Pronunciation; Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will interpret figurative language used within reading, writing, speaking, and listening activities. ➤ Learners will use figurative language themselves to enhance their own writing.
Concepts	Reading; Speaking; Listening; Writing; Technology; STEM; Context Clues; Meaning; Affixes; Roots; Pronunciation; Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use a comma to separate coordinate adjectives.
- c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
- d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will write multi-paragraph compositions for a variety of modes and mediums using various sentence structures and correct grammar.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments

Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	Learners will follow the writing process to create, produce, and edit grade-level work in a variety of written modes and mediums.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.

- d. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

Learning Objectives	Learners will write in a variety of modes to convey personal experiences through grade-level essay and creative writing.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Explain and cite relevant evidence from multiple credible sources.
- c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

Learning Objectives	Learners will write grade-level essays containing claims, reasoning, and evidence to develop a persuasive argument.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing; Persuasive Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a specific focus, grouping information logically and including

text features, illustrations, and/or multimedia elements.

- b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
- c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

Learning Objectives	Learners will analyze and inform over a specific topic, to write, create, or present an informative work.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing; Expository Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will gather and use credible evidence from a variety of sources to support their own ideas. ➤ Learners will paraphrase sources and evidence in their own words. ➤ Learners will cite sources correctly in written or oral presentations.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing; CopyWriting; Creative Writing; Expository Writing; Persuasive Writing; Entertainment/Humorous Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Blog Writing;

	CopyWriting; Creative Writing
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will create and deliver grade-level structured discussions. ➤ Learners will display social courtesies while listening to others.
Concepts	Assembly Etiquette & Expectations; Verbal and Non-verbal cues, Multiple Perspectives, Listening Skills, Multi-step Directions; Feedback; Peer Review
Activities	MakeDo STEM; Instructions; Various Presentations; Google Applied Digital Skills; Collaboration; Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.7.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.
- b. Convey a perspective with clear reasoning and valid evidence.

- c. Analyze the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will communicate effectively to peers, parents, coaches, school faculty, and the community for gathering information. ➤ Learners will present in a clear logical organized order. ➤ Learners will use visual aids to add clarity to their presentations.
Concepts	Key Ideas and Details, Descriptions, Interviews & Facts; Central Idea, Speaking Techniques, Reasoning and Evidence, Source Credibility, Word Use, Visual Aids, Digital Tools
Activities	MakeDo STEM; Instructions; Various Presentations; Google Applied Digital Skills; Collaboration; Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

8th Grade ELA Curriculum Guide

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.

Learning Objectives	Learners will use supporting ideas from a literary text to determine implied or explicit themes and their development throughout the text.
Concepts	Theme and Analysis, Author’s Perspective, Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Learning Objectives	Learners will analyze how plot and characters are revealed through events, dialogue, and details presented in a text.
Concepts	Elements of a Short Story; Elements of Drama; Elements and Structure of a Larger Literary Text
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.

Learning Objectives	Learners will analyze a variety of literary devices and its effects on different points of view.
Concepts	Character Point of View; Author’s Point of View; Literary Devices;
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

Learning Objectives	Learners will compare and contrast style and meaning between literary texts.
Concepts	Varying Structures in Literature; Connecting Themes; Style; Meaning
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

Learning Objectives	Learners will examine how themes, events, and character types from myths, religious works, and traditional stories influence modern fictional texts.
Concepts	Character Archetypes; Plot/Character Progression; Influential Texts
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

Learning Objectives	Learners will draw conclusions and deepen understanding of themselves and others by understanding and integrating themes in a literary text.
Concepts	Background Knowledge; Theme and Analysis; Implied and Explicit Theme, Integration/Synchronization; Author’s Perspective and Purpose; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.

Learning Objectives	Learners will evaluate characters and ideas in literary texts to make connections between them and a wide variety of perspectives.
Concepts	Author’s Perspective; Multicultural Perspective
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Learning Objectives	Learners will read complex texts independently and proficiently for comprehension.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.8.RI.1 Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.

Learning Objectives	Learners will use supporting ideas from an informational text to determine implied or explicit themes and their development throughout the text.
Concepts	Central and Supporting Ideas; Development and Structure of Ideas, Theme and Analysis, Author’s Perspective
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

Learning Objectives	Learners will determine how meaning in texts derives from individual interactions and key facts and details.
Concepts	Derivation of Meaning; Point-of-view; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.

Learning Objectives	Learners will analyze how the author acknowledges and responds to multiple viewpoints in their work by describing and contrasting different perspectives.
Concepts	Multiple Perspectives; Compare and Contrast; Conflicting Evidence
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

Learning Objectives	Learners will evaluate the use of sentences in the development of key concepts by comparing and contrasting paragraph structure in informational texts.
Concepts	Compare and Contrast; Sentence Structure; Key ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

Learning Objectives	Learners will analyze a variety of texts containing conflicting information on the same topic.
Concepts	Text Analysis; Compare and Contrast; Evidence Evaluation
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments

Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.

Learning Objectives	Learners will evaluate the effectiveness and reasoning of arguments and their development.
Concepts	Argumentative Writing; Author’s Claim and Reasoning
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.

Learning Objectives	Learners will make connections between informational texts and the range of multiple perspectives that coincide.
Concepts	Multiple Perspectives; Multicultural Perspectives
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Learning Objectives	Learners will read and comprehend grade-level texts.
Concepts	Text Structure; Author’s Craft
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.8.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Learning Objectives	Learners will build and use a range of grade-level vocabulary in a variety of disciplines.
Concepts	Context Clues, Affixes and Roots, Sentence Meaning, Pronunciation, Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives; Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.8.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Determine the relationship between particular words to better understand each of the words.
- c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

Learning Objectives	Learners will read grade-level informational and literary texts to find and interpret an author’s use of figurative language.
Concepts	Author’s Purpose, Figures of Speech, Word Relations, Connotation and Denotation
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives; Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.
- c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).
- d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).
- e. Use appropriate parallel structure in words, phrases, and clauses.
- f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

Learning Objectives	Learners will create grammatically correct multi-paragraph compositions.
Concepts	Capitalization, Punctuation, Verbals, Active/Passive Voice, Formal and Informal Tone, Parallel Structure, Fragments, Run-Ons, and Shifts in verb tense, number, voice, and mood.
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising

Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	Learners will use a recursive writing process to develop, strengthen, and produce appropriate writing.
Concepts	Plan, organize, and draft writing; Write with increasing length and complexity; Revision/Peer Revision; Editing and proofreading, Use appropriate print and digital/multimedia tools.
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
- e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.

Learning Objectives	Learners will write creatively and imaginatively on real or imagined events or experiences that are appropriate for the writing task or purpose.
Concepts	Writing Task and Process, Multi-drafting, Literary Techniques, Sequence of Events, Descriptive Details, Mood and Tone, Figurative Language, Conclusion
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.
- c. Explain and cite relevant evidence from multiple credible sources.
- d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.
- e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- f. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	Learners will write an argument that develops a perspective with support from reasons and evidence.
Concepts	Structure, Claims, Citing, Credible Sources, Relationship between claims, Style and Tone, Conclusion.
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.5 Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

Learning Objectives	Learners will develop and write informative pieces of writing to convey ideas and information.
Concepts	Writing Task, Purpose, and Audience, Facts, Definitions, Details, Quotations, Transitions, Key Vocabulary, Concluding Statement
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising
Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Learners will gather and use credible evidence from multiple sources to answer research questions.
Concepts	Quoting and Paraphrasing, Evidence Credibility, Print and Digital Sources, Not-taking formats, Academic Integrity, Source Format, Ethics in Writing and Communicating, Digital Communication
Activities	Written Responses; Various Essays; Graphic Organizer; Editing and Revising

Assessments	Summative Written Work or Essays
Resources	My Perspectives; Savvas; Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	Learners will participate in grade-level discussions and collaborations.
Concepts	Verbal and Non-verbal Cues, Multiple Perspectives, Listening Skills, Multi-step Directions
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.8.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th

grade texts.

- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	Learners will present themes and central ideas in a clear manner to show their claims and findings.
Concepts	Key Ideas and Details, Speaking Techniques, Word Use, Visual and Digital Aids and Tools
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

8th Grade Creative Studies Curriculum Guide

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.8.RP.1 Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.

Learning Objectives	Learners will be able to identify and discuss key details in a literary work to support two or more implied or explicit themes about self-responsibility and multicultural perspective.
Concepts	Self-Responsibility; Self-Worth; Perspective; Ethnic; Multicultural; Theme & Analysis; Author's Perspective; Key Ideas and Details
Activities	Reading and Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel
Key Vocabulary	Text related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how plot, conflict within characters, and meaning are developed through events, dialogue, and descriptive details in a text. ➤ Learners will analyze the details of poetry to reveal its meaning.
Concepts	Dialogue and Dialect; Characterization; Character traits; Motivation; Conflict; Comprehension; Plot Analysis, Descriptive Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel
Key Vocabulary	Text related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.8.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how an author uses literary elements to convey and contrast the point of view of characters or narrators in a literary text. ➤ Learners will be able to cite textual evidence to support their analysis.
Concepts	Literary elements; compare-contrast; point-of-view; Author’s Perspective; Author’s Craft, Author’s Purpose/Intent; Point-of-View
Activities	Reading and Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel
Key Vocabulary	Text related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to identify and define text structure and organizational patterns within prose or poetry. ➤ Learners will analyze the text structure and organizational pattern of a text and how it contributes to the overall theme and meaning.
Concepts	Text Structure; Organizational Patterns; Theme & Analysis, Author’s Perspective; Author’s Craft; Author’s Purpose/Intent; Poetry
Activities	Flipbook Notes; Structured Discussion; Note-taking; Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.8.RP.5 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

Learning Objectives	Learners will compare and contrast fictional elements of Greek mythology to a historical account of ancient Greece.
Concepts	Allusions; Mythology; Fiction vs. Reality, Figurative Language, Character Archetypes; Influential Texts, Fiction vs. NonFiction; Character Archetypes; Plot/Character Progression; Influential Texts
Activities	Create Your Own God/Goddess Project; Structured Discussion; Note-taking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

Learning Objectives	Learners will draw conclusions and deepen understanding of themselves and others by understanding and integrating themes in a literary text.
Concepts	Background Knowledge; Theme and Analysis; Implied and Explicit Theme, Integration/Synchronization; Author’s Perspective and Purpose; Key Ideas and Details
Activities	Reading; Healing Circle Activity; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RP.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.

Learning Objectives	Learners will evaluate characters and ideas in literary texts to make connections between them and a wide variety of perspectives.
Concepts	Character Analysis; Character Traits; Author’s Perspective; Multicultural Perspective

Activities	Reading and Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.8.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Learning Objectives	Learners will read complex texts independently and proficiently for comprehension.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent; Key Ideas and Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<i>Touching Spirit Bear</i> Novel Various Supplemental HQIM
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.8.RI.1 Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze two or more implied or explicit central ideas within an informational text to identify and support their individual analysis. ➤ Learners will gather information in order to write in various modes and mediums.
Concepts	Research; Support, Central Ideas; Key Details; Instructions; Theme & Analysis; Author’s Purpose

Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

Learning Objectives	Learners will use details in an informational text to organize and build relationships and interactions between events, ideas, and/or concepts.
Concepts	Text Structure; Analysis; Key Ideas; Supporting Details
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.8.RI.3 Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to distinguish between how different authors establish or convey perspective or purpose. ➤ Learners will be able to evaluate the credibility of online sources. ➤ Learners will be able to identify and create works that establish different perspectives.
Concepts	Credibility; Online Sources; Authority; Author’s Perspective; Author’s Purpose/Intent; Multiple Perspectives; Compare and Contrast; Conflicting Evidence
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs

Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.4 Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze how major sections of an informational text contribute to the development of ideas. ➤ Learners will demonstrate digital and technology responsibility towards researching and creating appropriate material.
Concepts	Technology Responsibility; Text Organization; Compare and Contrast; Sentence Structure; Key ideas and Details
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.8.RI.5 Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will analyze various informational texts to identify how major sections contribute to the overall meaning. ➤ Learners will be able to accurately follow a given set of instructions written by a peer group.
Concepts	Text Structure; Organizational Patterns; Author’s Purpose, Point of View; Supporting Details
Activities	Researching; Google Applied Digital Skills; Writing and Following Instructions; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	<ul style="list-style-type: none"> ➤ Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4

Notes & Considerations:

LA.8.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.

Learning Objectives	Learners will analyze an argument or strong point of view to identify the reasoning and details used to support the argument.
Concepts	Organizational Patterns; Text Structure/Organization, Author’s Purpose, Point-of-View; Argumentative/Persuasive Writing; Claims; Reasoning; Supporting Details
Activities	Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	➤ Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.RI.7 Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will evaluate individuals, events, or ideas and ideas in an informational text to create posters and presentations. ➤ Learners will evaluate an informational text to analyze multiple ideas and perspectives, relating it to their own.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View
Activities	Canva; Posters; Presentations; Researching; Google Applied Digital Skills; Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.8.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will read complex informational texts independently and proficiently for comprehension. ➤ Learners will read and comprehend literary nonfiction to provide evidence to support their own claims.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent; Support; Analysis; Claims; Evidence; Key Details
Activities	Structured Discussion; Note-taking; Hexagonal Thinking; Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	➤ Various Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

Learning Objectives	Learners will learn and apply grade-level vocabulary for various purposes through different reading, writing, speaking, and listening activities.
Concepts	Reading; Speaking; Listening; Writing; Technology; STEM; Context Clues; Meaning; Affixes; Roots; Pronunciation; Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	Unit/Lesson Vocabulary; Supplemental HQIMs

Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will interpret figurative language used within reading, writing, speaking, and listening activities. ➤ Learners will use figurative language themselves to enhance their own writing.
Concepts	Reading; Speaking; Listening; Writing; Technology; STEM; Context Clues; Meaning; Affixes; Roots; Pronunciation; Parts of Speech
Activities	Review Activities; Note-Taking; Formative Assessments
Assessments	Summative Assessment
Resources	Unit/Lesson Vocabulary; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.
- c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).
- d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).
- e. Use appropriate parallel structure in words, phrases, and clauses.
- f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

Learning Objectives	➤ Learners will write multi-paragraph compositions for a variety of modes and mediums using various sentence structures and correct grammar.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Vlog/Podcast Writing; CopyWriting; Creative Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	Learners will follow the writing process to create, produce, and edit grade-level work in a variety of written modes and mediums.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Vlog/Podcast Writing; CopyWriting; Creative Writing; Padlet; Instructional Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.8.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
- e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.

Learning Objectives	Learners will write creatively and imaginatively on real or imagined events or experiences that are appropriate for the medium of writing.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Vlog/Podcast Writing; CopyWriting; Creative Writing; Instructional Writing; Technical Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.
- c. Explain and cite relevant evidence from multiple credible sources.
- d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.
- e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- f. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	Learners will write grade-level essays containing claims, reasoning, and evidence to develop a persuasive argument.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Vlog/Podcast Writing;

	CopyWriting; Creative Writing; Instructional Writing; Technical Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.5 Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

Learning Objectives	Learners will analyze and inform over a specific topic, to write, create, or present an informative work.
Concepts	Standard Writing; Textual Evidence and Supporting Details; Mechanics and Usage; Vlog/Podcast Writing; CopyWriting; Creative Writing; Expository Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.

- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will gather and use credible evidence from a variety of sources to support their own ideas. ➤ Learners will paraphrase sources and evidence in their own words. ➤ Learners will cite sources correctly in written or oral presentations.
Concepts	Quoting and Paraphrasing, Evidence Credibility, Print and Digital Sources, Not-taking formats, Academic Integrity, Source Format, Ethics in Writing and Communicating, Digital Communication; Mechanics and Usage; Vlog/Podcast Writing; CopyWriting; Creative Writing; Expository Writing; Persuasive Writing; Entertainment/Humorous Writing
Activities	Written Responses in Various Lengths; Various Essays or Creative Writing; Graphic Organizer; Editing and Revising; Formative Assessments
Assessments	Summative Written Work or Essays
Resources	Various Supplemental HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will create and deliver grade-level structured discussions. ➤ Learners will display social courtesies while listening to others.
Concepts	Assembly Etiquette & Expectations; Verbal and Non-verbal cues, Multiple Perspectives, Listening Skills, Multi-step Directions; Feedback; Peer Review

Activities	MakeDo STEM; Instructions; Various Presentations; Google Applied Digital Skills; Collaboration; Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.8.SL.2 Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will communicate effectively to peers, parents, coaches, school faculty, and the community for gathering information. ➤ Learners will present in a clear logical organized order. ➤ Learners will use visual aids to add clarity to their presentations.
Concepts	Key Ideas and Details, Descriptions, Interviews & Facts; Central Idea, Speaking Techniques, Reasoning and Evidence, Source Credibility, Word Use, Visual Aids, Digital Tools
Activities	MakeDo STEM; Instructions; Various Presentations; Google Applied Digital Skills; Collaboration; Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

9th & 10th Grade ELA Curriculum Guide

■ READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.10.RP.1 Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.

Learning Objectives	Learners will analyze two or more implied or explicit themes within a literary text.
Concepts	Theme & Analysis
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.

Learning Objectives	Learners will analyze characters, settings, and important events that contribute to the meaning of the text.
Concepts	Elements of a short story, Elements and structures of Drama, Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.10.RP.3 Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.

Learning Objectives	Learners will analyze the point-of-view of a literary text to determine meaning.
Concepts	Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.RP.4 Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.

Learning Objectives	Learners will analyze the use of flashbacks and foreshadowing to identify the author's text structure.
Concepts	Elements of a Short Story, Elements and Structure of Drama, Use of Figurative Language, Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama ➤ Poetry ➤ Short Stories
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.10.RP.5 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).

Learning Objectives	Learners will analyze
Concepts	Allusion; Author’s Craft; Author’s Perspective/Intent; Figurative Language
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama (Shakespeare)
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.RP.6 Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

Learning Objectives	Learners will analyze implied and stated themes.
Concepts	Theme & Analysis
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.RP.7 Analyze multiple perspectives within and across a wide range of literary texts.

Learning Objectives	Learners will read multiple genres to analyze multiple perspectives.
Concepts	Author’s Perspective
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar

Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.10.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read a variety of texts increasing in complexity.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ **READING INFORMATIONAL TEXT**

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.

Learning Objectives	Learners will analyze two or more implied or explicit central ideas within an informative text.
Concepts	Central and Supporting Idea; Development and Structure of Ideas, Theme and Analysis, Author's Perspective.
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking

Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Learning Objectives	Learners will use details in an informational text to analyze individuals and important events.
Concepts	Text Structure and Analysis; Key Ideas and Supporting Details
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Objectives	Learners will be able to analyze various authors’ perspectives and purpose to distinguish different views and purposes.
Concepts	Author’s Perspective; Author’s Purpose, Rhetorical Devices
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.4 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Learning Objectives	Learners will determine the meaning of the words and phrases as they are used in the text.
Concepts	Text Organization, Author’s Purpose, Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

Learning Objectives	Learners will analyze historical and cultural informational texts to distinguish related topics and concepts.
Concepts	Text Organization, Author’s Purpose, Point of View
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.

Learning Objectives	Learners will distinguish between a variety of arguments to identify the commonality and credibility of the claims.
Concepts	Text Organization, Author’s Purpose, Argumentative Writing
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking

Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational text.

Learning Objectives	Learners will evaluate an informational text to analyze various ideas and perspectives.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read and comprehend literary nonfiction.
Concepts	Theme & Analysis; Author’s Craft; Author’s Purpose; Author’s Perspective/Intent
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs ➤ NonFiction
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

Learning Objectives	Learners will use context clues, identify patterns, and consult reference materials to determine the meaning of unknown words and phrases.
Concepts	Context-Clues, Meaning; Affixes; Roots; Pronunciation, Parts of Speech
Activities	Review Activities, Note-Taking, Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives, Unit/Lesson Vocabulary, Supplemental HQIMs
Key Vocabulary	Standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.10.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

Learning Objectives	Learners will identify figurative language by interpreting the meaning of words and phrasing within the text.
Concepts	Figures of Speech; Literary Term and Development; Cause and Effect, Connotation and Denotation
Activities	Review Activities, Note-Taking, Formative Assessments
Assessments	Summative Assessment
Resources	My Perspectives, Unit/Lesson Vocabulary, Supplemental HQIMs
Key Vocabulary	Standard related vocabulary

Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

- a. Apply knowledge of rules for capitalization.
- b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.
- c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
- d. Select and use verbs with appropriate voice and mood.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

Learning Objectives	Learners will compose multi-paragraph compositions to convey meaning by using correct grammar, punctuation, and fluency.
Concepts	Writing Process, Modes of Writing
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	Learners will repeat the writing process through various methods of editing and revising.
Concepts	Writing Process, Modes of Writing, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.
- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

Learning Objectives	Learners will write creatively and imaginatively on real or imagined events, themes, or ideas that are appropriate for the writing task or purpose.
Concepts	Writing Process, Modes of Writing, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	Learners will develop written arguments using a specific perspective validated with supporting reasons and evidence in an organized structure appropriate for task or purpose.
Concepts	Writing Process, Argumentative Writing, Claims, Reasons, Evidence, Supporting Details, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

Learning Objectives	Learners will write with an expository purpose to inform and convey ideas for an appropriate task or purpose.
Concepts	Writing Process, Expository, Informative, Cite, Reasons, Evidence, Explain, Supporting Details, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising,

Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Learners will use credible and reliable sources to answer research questions.
Concepts	Writing Process, Informative/Persuasive, Cite, Reasons, Evidence, Explain, Supporting Details, MLA Formatting, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various essays, Graphic Organizer, Editing & Revising, Various Formative Assessments
Assessments	Summative Written work or essays
Resources	My Perspectives Savvas, HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	Learners will initiate and participate in structured discussions.
Concepts	Multi-Step Directions, Verbal and Non-Verbal Cues, Collaboration
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	Learners will present information using and identifying supporting evidence, with an organized developed structure, following the appropriate task and purpose.
Concepts	Multi-Step Directions, Verbal and Non-Verbal Cues, Purpose, Claims, Evidence, Reasoning, Explanations.
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	My Perspectives; Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	Multimedia presentations

11th Grade ELA Curriculum Guide

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.

Learning Objectives	Learners will evaluate two or more implied or explicit themes in a literary text.
Concepts	Theme & Analysis
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.12.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.

Learning Objectives	Learners will analyze the interaction of characters, setting, and plot to contribute the meaning of a text.
Concepts	Elements of a Short Story; Elements and Structure of Drama
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.12.RP.3 Evaluate an author’s use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.

Learning Objectives	Learners will evaluate the author’s use of point of view as it contributes to the meaning of the text.
Concepts	Author’s Perspective; Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

Learning Objectives	Learners will evaluate an author’s text structure to contribute meaning to the overall text.
Concepts	Author’s Craft
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Learning Objectives	Learners will apply knowledge of eighteen-, nineteenth- and early-twentieth-century works of literature to analyze themes and topics.
Concepts	Themes & Analysis; Development of Ideas;
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

Learning Objectives	Students will evaluate themes to draw conclusions, deepen understanding of self and others, and generate further questions.
Concepts	Themes & Analysis
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.

Learning Objectives	Learners will analyze and evaluate multiple perspectives of a literary text.
Concepts	Author’s Perspective
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

Learning Objectives	Learners will read and comprehend a variety of literary texts in the 12-CCR grade band independently and proficiently.
Concepts	Author’s Perspective; Author’s Craft; Author’s Purpose or Intent
Activities	“Structured” Discussion- Hexagonal Thinking, Socratic Seminar, Note-Taking
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	My Perspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ➤ Fiction ➤ NonFiction ➤ Drama
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.

Learning Objectives	Students will evaluate the development of central ideas through informational texts.
Concepts	Evaluating central ideas.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Learning Objectives	Students will synthesize and evaluate how individuals, events, and ideas contribute to the meaning of the work.
Concepts	Synthesize and evaluate literature.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.12.RI.3 Evaluate an author’s perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

Learning Objectives	Students will evaluate an author’s perspective or purpose.
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Concepts	Evaluating author’s perspective and purpose.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

Learning Objectives	Students will evaluate the effectiveness of the author’s argument.
Concepts	Evaluate author’s structure and argument. Evaluate whether an author is making clear, convincing, and engaging points.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.

Learning Objectives	Students will analyze literature works from the 17th, 18th, and 19th, century works for ideas, purpose, and style.
Concepts	Analyzing literature for central ideas, purposes, and rhetorical style.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction

Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.

Learning Objectives	Students will compare and contrast the development of arguments in related texts and their effectiveness and validity.
Concepts	Comparing and contrasting arguments and evaluating their effectiveness and validity.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

Learning Objectives	Students will analyze and evaluate multiple perspectives across informational texts.
Concepts	Analyze and evaluate multiple perspectives.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.

Learning Objectives	Students will be able to independently read informational texts at their grade level.
Concepts	Read grade-level informational texts independently.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Learning Objectives	Students will use grade-level academic vocabulary. Students will use context clues, identify and use patterns of word changes. Students will use reference guides to obtain information about academic vocabulary.
Concepts	Context-Clues; Patterns of Word Changes; Using reference materials to determine or clarify meanings, pronunciations, parts of speech, etymology, or standard usage of words.
Activities	Review Activities, Note-Taking, Various Formative Assessments
Assessments	Summative Assessments
Resources	MyPerspectives, Unit/Lesson Vocabulary, Supplemental HQIM Vocabulary
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary

Standard Frequency	Quarters 1-4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.12.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

Learning Objectives	Students will analyze an author’s text by interpreting an author’s use of figurative, connotative, and technical language.
Concepts	Figurative, connotative, and technical language. Figures of speech in context and their role. Analyzing nuances in the meanings of words with similar denotations.
Activities	Review Activities, Note-Taking, Various Formative Assessments
Assessments	Summative Assessments
Resources	MyPerspectives, Unit/Lesson Vocabulary, Supplemental HQIM Vocabulary
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.12.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.

- a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
- b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

Learning Objectives	Students will write multi-paragraph essays using proper grammar. Students will use the peer-reviewing process to evaluate, modify, and edit their essays.
Concepts	peer reviews, usage and convention, grammar, structure of an essay
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers

Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will write multiparagraph essays using proper organization while supporting a thesis.
Concepts	Writing multi-paragraph essays, organization, and supporting a thesis.
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for multiple purposes and audiences across disciplines.

LA.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent

whole.

- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.
- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

Learning Objectives	Students will write in a variety of literary forms to analyze and evaluate story elements.
Concepts	literary techniques, language and sensory details, conclusions, creating story elements (characters, settings, situation/problem, points of view).
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	Students will develop an argument that supports reasoning from multiple perspectives.
Concepts	structure of argument/point of view, multiple viewpoints, sources, style and tone, conclusions
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

Learning Objectives	Students will develop an informative essay on a topic of their choice by analyzing, researching, and writing/presenting their information in a well-structured informative essay.
Concepts	informative writing, introductions, quotations, transitions, formal style and tone, conclusion
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

- f. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- g. Select and use appropriate note-taking formats to collect and organize information.
- h. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
- i. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Students will gather credible evidence from multiple sources to support their perspectives and use appropriate MLA/APA/Chicago style citations to give credit to their sources.
Concepts	MLA/APA/Chicago style citations; Credible Sources; Research; Analyzing Sources; Gathering Primary Sources
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	The learner will communicate effectively and appropriately with their classmates and their teacher.
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Concepts	Asking relevant questions, verbal and non-verbal messages, converse in all-inclusive manners to foster positive relationships, active and attentive listening skills, completing multi-step directions.
Activities	Oral Expression and Feedback, Peer Review, Various Formative Assessments
Assessments	Oral Presentations and Summative Assessments
Resources	MyPerspectives, Graphic Organizers, Rubrics, and Supplemental HQIMs.
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	Multimedia Presentations

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.12.SL.2 Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

Learning Objectives	The learner will provide evidence for their arguments by speaking clearly and using appropriate tools to represent their perspectives.
Concepts	speaking techniques, analyzing perspectives, using appropriate visuals for presenting arguments/data.
Activities	Oral Expression and Feedback, Peer Review, Various Formative Assessments
Assessments	Oral Presentations and Summative Assessments
Resources	MyPerspectives, Graphic Organizers, Rubrics, and Supplemental HQIMs.
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	Multimedia Presentations

12th Grade ELA Curriculum Guide

READING PROSE & POETRY

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

LA.12.RP.1 Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.

Learning Objectives	Learners will evaluate two or more implied or explicit themes in a literary text.
Concepts	Theme & Analysis
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RP.2 Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.

Learning Objectives	Learners will analyze the interaction of characters, setting, and plot to contribute the meaning of a text.
Concepts	Elements of a Short Story; Elements and Structure of Drama
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

LA.12.RP.3 Evaluate an author’s use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.

Learning Objectives	Learners will evaluate the author’s use of point of view as it contributes to the meaning of the text.
Concepts	Author’s Perspective; Author’s Craft
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

Learning Objectives	Learners will evaluate an author’s text structure to contribute meaning to the overall text.
Concepts	Author’s Craft
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.

LA.12.RP.5 Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Learning Objectives	Learners will apply knowledge of eighteen-, nineteenth- and early-twentieth-century works of literature to analyze themes and topics.
Concepts	Themes & Analysis; Development of Ideas;
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RP.6 Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

Learning Objectives	Students will evaluate themes to draw conclusions, deepen understanding of self and others, and generate further questions.
Concepts	Themes and Analysis
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.

Learning Objectives	Students will analyze and evaluate multiple perspectives.
Concepts	Multiple Perspectives
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level literary text independently and proficiently.

LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

Learning Objectives	Learners will read and comprehend a variety of literary texts in the 12-CCR grade band independently and proficiently.
Concepts	Author’s Perspective; Author’s Craft; Author’s Purpose or Intent
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● Fiction ● NonFiction ● Drama
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.

Learning Objectives	Students will evaluate the development of central ideas through informational texts.
Concepts	Evaluating central ideas.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Learning Objectives	Students will synthesize and evaluate how individuals, events, and ideas contribute to the meaning of the work.
Concepts	Synthesize and evaluate literature.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> ● NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.12.RI.3 Evaluate an author’s perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

Learning Objectives	Students will evaluate an author’s perspective or purpose.
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Concepts	Evaluating author’s perspective and purpose.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

Learning Objectives	Students will evaluate the effectiveness of the author’s argument.
Concepts	Evaluate author’s structure and argument. Evaluate whether an author is making clear, convincing, and engaging points.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.

Learning Objectives	Students will analyze literature works from the 17th, 18th, and 19th, century works for ideas, purpose, and style.
Concepts	Analyzing literature for central ideas, purposes, and rhetorical style.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction

Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.

Learning Objectives	Students will compare and contrast the development of arguments in related texts and their effectiveness and validity.
Concepts	Comparing and contrasting arguments and evaluating their effectiveness and validity.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

Learning Objectives	Students will analyze and evaluate multiple perspectives across informational texts.
Concepts	Analyze and evaluate multiple perspectives.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.

Learning Objectives	Students will be able to independently read informational texts at their grade level.
Concepts	Read grade-level informational texts independently.
Activities	Structured Discussion, Note-Taking, Hexagonal Thinking, Socratic Seminar, Formative Assessments
Assessments	Written Expression, Oral Expression, Summative Assessments
Resources	MyPerspectives Literature Texts; Supplemental HQIMs <ul style="list-style-type: none"> • NonFiction
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Learning Objectives	Students will use grade-level academic vocabulary. Students will use context clues, identify and use patterns of word changes. Students will use reference guides to obtain information about academic vocabulary.
Concepts	Context-Clues; Patterns of Word Changes; Using reference materials to determine or clarify meanings, pronunciations, parts of speech, etymology, or standard usage of words.
Activities	Review Activities, Note-Taking, Various Formative Assessments
Assessments	Summative Assessments
Resources	MyPerspectives, Unit/Lesson Vocabulary, Supplemental HQIM Vocabulary
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary

Standard Frequency	Quarters 1-4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.12.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

Learning Objectives	Students will analyze an author’s text by interpreting an author’s use of figurative, connotative, and technical language.
Concepts	Figurative, connotative, and technical language. Figures of speech in context and their role. Analyzing nuances in the meanings of words with similar denotations.
Activities	Review Activities, Note-Taking, Various Formative Assessments
Assessments	Summative Assessments
Resources	MyPerspectives, Unit/Lesson Vocabulary, Supplemental HQIM Vocabulary
Key Vocabulary	Text and Unit Related Vocabulary; Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.12.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.

- a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
- b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

Learning Objectives	Students will write multi-paragraph essays using proper grammar. Students will use the peer-reviewing process to evaluate, modify, and edit their essays.
Concepts	peer reviews, usage and convention, grammar, structure of an essay
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work

Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	The learner will write multiparagraph essays using proper organization while supporting a thesis.
Concepts	Writing multi-paragraph essays, organization, and supporting a thesis.
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for multiple purposes and audiences across disciplines.

LA.12.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of

the experiences, events, setting, and/or characters and to set mood and tone.

- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

Learning Objectives	Students will write in a variety of literary forms to analyze and evaluate story elements.
Concepts	literary techniques, language and sensory details, conclusions, creating story elements (characters, settings, situation/problem, points of view).
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	Students will develop an argument that supports reasoning from multiple perspectives.
Concepts	structure of argument/point of view, multiple viewpoints, sources, style and tone, conclusions
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

Learning Objectives	Students will develop an informative essay on a topic of their choice by analyzing, researching, and writing/presenting their information in a well-structured informative essay.
Concepts	informative writing, introductions, quotations, transitions, formal style and tone, conclusion
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

LA.12.W.6 Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Students will gather credible evidence from multiple sources to support their perspectives and use appropriate MLA/APA/Chicago style citations to give credit to their sources.
Concepts	MLA/APA/Chicago style citations; Credible Sources; Research; Analyzing Sources; Gathering Primary Sources
Activities	Written Responses, Various Essays, Editing & Revising, Graphic Organizers, Various Formative Assessments
Assessments	Summative Essays/Written Work
Resources	MyPerspectives, Savvas, HQIMs
Key Vocabulary	Standard Specific Writing Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	The learner will communicate effectively and appropriately with their classmates and their teacher.
Concepts	Asking relevant questions, verbal and non-verbal messages, converse in all-inclusive manners to foster positive relationships, active and attentive listening skills, completing multi-step directions.
Activities	Oral Expression and Feedback, Peer Review, Various Formative Assessments
Assessments	Oral Presentations and Summative Assessments
Resources	MyPerspectives, Graphic Organizers, Rubrics, and Supplemental HQIMs.
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	Multimedia Presentations

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.12.SL.2 Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

Learning Objectives	The learner will provide evidence for their arguments by speaking clearly and using appropriate tools to represent their perspectives.
Concepts	speaking techniques, analyzing perspectives, using appropriate visuals for presenting arguments/data.
Activities	Oral Expression and Feedback, Peer Review, Various Formative Assessments
Assessments	Oral Presentations and Summative Assessments
Resources	MyPerspectives, Graphic Organizers, Rubrics, and Supplemental HQIMs.
Key Vocabulary	Standard Related Vocabulary
Standard Frequency	Quarters 1-4
Notes & Considerations:	Multimedia Presentations

Speech Curriculum Guide

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.

Learning Objectives	Learners will analyze two or more implied or explicit central ideas within an informative text to identify and support an analysis on their topic.
Concepts	Topic; Research; Support; Analysis; Central and Supporting Idea; Development and Structure of Ideas, Author's Purpose.
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Learning Objectives	Learners will use and identify details in an informational text to analyze individuals and important events as it supports their speech topic.
Concepts	Text Structure and Analysis; Key Ideas and Supporting Details
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Author’s Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Objectives	Learners will be able to analyze various authors’ perspectives and purposes to distinguish different views and purposes to form their own analysis on their speech topic.
Concepts	Author’s Perspective; Author’s Purpose, Rhetorical Devices
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.4 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Learning Objectives	Learners will determine the meaning of the words and phrases as they are used in the text in order to analyze and support their own topic.
Concepts	Text Organization, Author’s Purpose, Author’s Craft
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

Learning Objectives	Learners will analyze historical and cultural informational texts to distinguish related topics and concepts to their own speech topic and analysis.
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Concepts	Text Organization, Author’s Purpose, Point of View; Support; Analysis
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.

Learning Objectives	Learners will distinguish between a variety of arguments to identify the commonality and credibility of the claims.
Concepts	Text Organization, Author’s Purpose, Argumentative Writing; Support; Analysis
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational text.

Learning Objectives	Learners will evaluate an informational text to analyze various ideas and perspectives that relate to their own perspective.
Concepts	Author’s Perspective; Multicultural Perspectives; Point of View; Support; Analysis
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 10-11 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	Learners will read and comprehend literary nonfiction to provide evidence to support their claims.
Concepts	Author’s Purpose; Claims, Evidence; Support; Analysis;
Activities	Online and In-print research for supportive evidence; Note-Taking; Graphic-Organizer
Assessments	Written expression; Oral Expressions; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

Learning Objectives	Learners will identify, define, and use appropriate communication terms for public speaking.
Concepts	Communication; Thesis; Hook; Introduction; Body; Transitions; Main Points; Conclusion; Call to Action Statement; Body Language; Eye Contact; Gestures; Stage Fright; Meaning; Pronunciation, Word Usage and Application
Activities	Review Activities, Note-Taking, various Formative Assessments
Assessments	Summative Assessment
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard related vocabulary

Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.10.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

Learning Objectives	<ul style="list-style-type: none"> ➤ Speakers will use figurative language to enhance their speech. ➤ Listeners and audience will interpret figurative language by interpreting the meaning of words and phrasing within the speech.
Concepts	Figures of Speech; Alliteration; Similes; Metaphors; Oxymorons; Problem-Cause-Solution; Cause and Effect, Connotation and Denotation
Activities	Written/Oral Speeches; Review Activities, Note-Taking, Formative Assessments
Assessments	Summative Assessment
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

- a. Apply knowledge of rules for capitalization.
- b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.
- c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
- d. Select and use verbs with appropriate voice and mood.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

Learning Objectives	Learners will be able to write various speeches with an appropriate introduction, body, transitions, and conclusion while maintaining grammatically correct and fluent conversational language.
Concepts	Topic; Purpose; Audience; Occasion; Organization; Introduction; Body; Main Points; Conclusion; Transitions; academic honesty/plagiarism.
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will select a topic that is appropriate to the purpose, audience, occasion, and expected presentation length. ➤ Learners will compose an introduction that catches attention, motivates, asserts, and previews the topic. ➤ Learners will compose a conclusion that effectively ends a speech giving the audience a feeling of completion by summarizing, asserting, and providing an impact-statement.
Concepts	Topic; Purpose; Audience; Occasion; Organization; Introduction; Body; Main Points; Conclusion; Transitions; Outline; Academic honesty/plagiarism.
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.
- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will organize speech information into three logical main points that fits the occasion and purpose. ➤ Learners will tie their introduction, main points, and conclusion together with effective transitions. ➤ Learners will display academic honesty by avoiding plagiarism and citing all sources used.
Concepts	Topic; Purpose; Audience; Occasion; Organization; Introduction; Body; Main Points; Conclusion; Transitions; Outline; Academic honesty/plagiarism; Citations; Research; Claims and Evidence
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will develop written and oral arguments using a specific perspective validated with supporting reasons and evidence in an organized structure appropriate for purpose and occasion. ➤ Learners will organize and structure their speech with a logical sequence. ➤ Learners will use research materials to gain knowledge of the topic.
Concepts	Outlines, Argumentative/Persuasive Writing, Claims, Reasons, Evidence, Supporting Details, Multi-Drafting, Editing and Revising; logical sequence; organizational patterns; research techniques
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

Learning Objectives	Learners will write with an expository purpose to inform and convey ideas for an appropriate task or purpose using supporting details.
Concepts	Writing Process, Expository, Informative, Cite, Reasons, Evidence, Explain, Supporting Details, Multi-Drafting, Editing and Revising
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising,
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Learners will use credible and reliable sources to provide evidentiary support to their speech claims.
Concepts	Writing Process, Informative/Persuasive, Cite, Reasons, Evidence, Explain, Supporting Details, MLA Formatting, Multi-Drafting, Editing and Revising; Academic Integrity
Activities	Written Responses, Various Speeches, Graphic Organizer, Editing & Revising
Assessments	Summative Written work or Oral Presentations
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

Comprehension and Collaboration | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.

- a. Ask relevant questions to build on ideas, clarify your own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to deliver speeches to an audience. ➤ Learners will develop active listening skills as a good audience member. ➤ Learners will display social courtesies of posture, eye contact, silence, head nodding, and applause. ➤ Learners will ask and answer significant questions about a speech. ➤ Learners will correctly and courteously apply a rubric or checklist to own and others' speeches.
Concepts	Respectful Audience; Gestures and Body Language; Verbal and Non-Verbal Cues; Voice Projection; Applause
Activities	Oral and Written Expression and Feedback; Peer Reviews; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments
Resources	Glencoe Speech Text; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will deliver speeches in a clear and logical order. ➤ Learners will use visual aids to support and clarify information. ➤ Learners demonstrate proper eye contact, pace, tone, posture, gestures, and use of visual aid. ➤ Learners will identify the main point(s), key supporting details, and relevance of a speech orally. ➤ Learners will use clear and appropriate language to deliver their speech using an outline or note card effectively.
Concepts	Multi-Step Directions, Verbal and Non-Verbal Cues, Collaboration
Activities	Oral Expression and Feedback; Peer Review; Various Formative Assessments
Assessments	Oral Presentations; Summative Assessments

Resources	Guided Graphic Organizers and Rubrics; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Journalism Curriculum Guide

READING INFORMATIONAL TEXT

Central Ideas and Details | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

LA.10.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will gather information in order to write a variety of news stories. ➤ Learners will gather and write a variety of quality feature stories.
Concepts	Newsworthy; Complete; Interview Basics; Quotes and Citations; Lead; Inverted Pyramid; Feature; Human Interest; Hook; Subjectivity
Activities	List of Questions; Interviews; Writing News Stories; Writing Feature Stories; various Formative Assessments
Assessments	Written Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.2 Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will use elements of design to alter pre-designed layouts. ➤ Students will develop a theme to be used throughout the design elements; stories, and captions.
Concepts	Double-Page Spread; Dominant Picture; Gutter; Bleed; Columns; Trapped Copy; White Space; Pica; Theme; Verbal and Visual Elements; Cover; Title Page; Divisions
Activities	Design and Layout; Theme Development; Cover Design; Graphic and Visual Elements; Infographics
Assessments	Visual Layout; Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Author's Craft | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

LA.10.RI.3 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will create a story, photos, and caption package suitable to the page/topic. ➤ Learners will identify all information about the subject(s) in the picture. ➤ Learners will create a mini-story with captions. ➤ Learners will state more than just the obvious when writing captions.
Concepts	Body Copy; Theme; Photography; Captions; Ridicule; Subjectivity;
Activities	Body Copy; Design and Layout; Photography; Theme Development;
Assessments	Visual Layout; Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to understand the place of free press in a democracy. ➤ Learners will demonstrate responsibility toward local standards of appropriate material.
Concepts	Constitution, Ethics, Libel, yellow journalism, prior restraint, Freedom of Information Act, National Security Act, etc.
Activities	Research and Define; Oral/Written Presentation
Assessments	Written Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Knowledge and Ideas | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

LA.10.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will identify components of good photography. ➤ Learners will photograph academics, activities, and athletics to historically document the significance of the event.
Concepts	Rule of Thirds; Photo Grid; Anticipate the Moment; Camera Settings for Indoor/Outdoor; Fill Frame;

	Focus; Sharpness; Framing; Other photography techniques; Representation
Activities	Photography: Action, Still Life, Candid, Portrait; Photo of the Week; Monthly Memory Card Sweep
Assessments	Photo Portfolio; Visual Layout and Design Spread; Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.

Learning Objectives	Learners will compare and contrast different layout and design elements through print media.
Concepts	Double-Page Spread; Dominant Picture; Gutter; Bleed; Columns; Trapped Copy; White Space; Pica; Theme; Verbal and Visual Elements; Cover; Title Page; Divisions
Activities	Design and Layout; Theme Development; Cover Design; Graphic and Visual Elements; Infographics
Assessments	Visual Layout; Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

LA.10.RI.7 Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational text.

Learning Objectives	➤ Learners will participate in marketing tools to promote the yearbook.
Concepts	Advertising Sales, Script, Appropriate Dress; Invoices and Contracts; Promotional Materials for Yearbook Sales
Activities	Ad Sales; Yearbook Sales
Assessments	Summative Assessment; Completion of Tasks
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

Range of Reading and Level of Text Complexity | Read and comprehend complex, grade-level informational text independently and proficiently.

LA.10.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-12 grade band proficiently, with scaffolding as needed at the high end of the range.

Learning Objectives	➤ Learners will research previous yearbook themes and designs to avoid duplication.
Concepts	Theme; Cover; Layout & Design
Activities	Research, Read, and Review previous yearbooks.
Assessments	Visual Layout; Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Text and unit related vocabulary, standard related vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4.
Notes & Considerations:	

■ VOCABULARY

Acquisition and Use | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

Learning Objectives	Learners will identify, define, and use appropriate journalism terms for print and other media.
Concepts	Plan; Teamwork; Responsibility; Content; Coverage; Reporting; Writing; Typography; Design; Headlines; Captions; Editing; Marketing; Advertising; Distribution
Activities	Photography; Typography; Design and Layout; Theme Development; Cover Design; Graphic Design; Marketing; Coverage, other Formative Assessments
Assessments	Visual Layout; Written or Oral Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4

Notes & Considerations:

Context and Connotation | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

LA.10.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

Learning Objectives	➤ Learners will identify figurative language by interpreting the meaning of words and phrasing within the typography of a media text.
Concepts	Plan; Teamwork; Responsibility; Content; Coverage; Reporting; Writing; Typography; Design; Headlines; Captions; Editing; Marketing; Advertising; Distribution; Figures of Speech;
Activities	Photography; Typography; Design and Layout; Theme Development; Cover Design; Graphic Design; Marketing; Coverage, other Formative Assessments
Assessments	Visual Layout; Written or Oral Summative Assessment
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard related vocabulary
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ WRITING

Production of Writing | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

- a. Apply knowledge of rules for capitalization.
- b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.
- c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
- d. Select and use verbs with appropriate voice and mood.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will be able to write news stories in clear, concise, precise, and correct language. ➤ Learners will be able to write using the basic style rules of capitalization, punctuation, spelling, grammar, etc.
Concepts	AP Style, mechanics and standard usage, Clear-Simple Sentences; Copy-Editing
Activities	Newswriting; Feature Writing;
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will write in the briefest clear form possible and select specific words with appropriate connotation and meaning. ➤ Learners will use sentences that are not too complex, easily and quickly read, and correct.
Concepts	Inverted Pyramid, Connotation and Denotation, Color, Observed Detail; Focus; Lead; Quotes
Activities	Written Body Copy/Articles; Editing & Revising,
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Modes of Writing | Write in a variety of modes for a variety of purposes and audiences across disciplines.

LA.10.W.3 Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.
- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will write in a variety of methods for print journalism. ➤ Learners will write and record news segments for broadcasting. ➤ Learners will revise writing by using self-monitoring and self-evaluation forms.
Concepts	Editorial, News, Sports, Entertainment Writing; Inverted Pyramid, Connotation and Denotation, Color, Observed Detail; Focus; Lead; Quotes; Opinion;
Activities	Written Body Copy/Articles; Editing & Revising,
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

Learning Objectives	➤ Learners will write an opinion editorial organized with logical sequence, that identifies their perspective on a stated claim that contains supporting details as well as discusses proposed counterclaims.
Concepts	Editorial, Libel, Claims and Counterclaims; Color, Observed Detail; Focus; Lead; Logical Sequence
Activities	Written Body Copy/Articles; Editing & Revising,
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.5 Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

Learning Objectives	<ul style="list-style-type: none"> ➤ Students will be able to write quality lead paragraphs. ➤ Learners will be able to write in clear, correct, objective, and precise language.
Concepts	Brief, focused paragraphs, 5 Ws (Who, What, When, Where, Why, How). Lead; Summarize
Activities	Body Copy; Articles; News/Feature Writing; other Formative Assessments
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

Learning Objectives	Learners will be able to gather information from credible and reliable sources to provide correct information.
Concepts	Interviewing; Copywriting; Fact Checking
Activities	Body Copy; Articles; News/Feature Writing; other Formative Assessments
Assessments	Summative Written work
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard specific writing vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

■ SPEAKING & LISTENING

LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.

- a. Ask relevant questions to build on ideas, clarify your own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

Learning Objectives	<ul style="list-style-type: none"> ➤ Learners will develop active listening skills as a reporter. ➤ Learners will display social courtesies of hand shaking, posture, eye contact, silence, and head nodding during interviews. ➤ Learners will ask prepared questions to the interviewee in a professional manner.
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	➤ Learners will correctly and courteously use basic interviewing skills to ask, prepare, note take, and question.
Concepts	Professional Etiquette; Reporter Expectations; Note-Taking; Body Language; Verbal and Non-Verbal Cues; Interview Skills
Activities	Oral and Written Interview Feedback; Peer Reviews; Various Formative Assessments
Assessments	Summative Assessments; Completion of Interviews and Copywriting
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	

Presentation of Knowledge and Ideas | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

LA.10.SL.2 Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

Learning Objectives	➤ Learners will be able to professionally communicate to students, parents, coaches, school faculty, and the community for appropriate media coverage.
Concepts	Coverage; Photography; Interviewing; Copywriting; Marketing and Sales; Verbal and Non-Verbal Cues, Collaboration
Activities	Oral Expression; Various Formative Assessments
Assessments	Various Summative Assessments
Resources	Jostens 1, 2, 3 Student Yearbook Guide; Supplemental HQIMs
Key Vocabulary	Standard Related Vocabulary.
Standard Frequency	Quarters 1, 2, 3, & 4
Notes & Considerations:	