



**SWEETWATER COUNTY  
SCHOOL DISTRICT #1**

# **ENGLISH LANGUAGE ARTS**

**K-12 CURRICULUM MAP**

OCTOBER 2021

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## **Sweetwater County School District #1 Vision Statement**

As an innovative district, united with our community, we empower and inspire ALL students to academic excellence in pursuit of their interests and passions.

## **Sweetwater County School District #1 Mission Statement**

To provide a quality education for ALL students. The district will accomplish this by:

- making students our first priority
- utilizing community partnerships
- promoting professional excellence
- being committed to excellence in education
- providing a safe, orderly and efficient environment for learning

## **English Language Arts Mission Statement**

Students in Sweetwater County School District #1, completing the K-12 English Language Arts (ELA) Curriculum, will develop critical thinking skills, engage in active listening, and use practical oral and written communication. Students will effectively utilize resources and foster lifelong learning through an appreciation of reading and writing for a variety of purposes to be college and career ready.

## Sweetwater County School District No. 1 Curriculum Terms

Curriculum Term	Definition
Community Curriculum Council (CCC)	advisory council responsible for evaluating current systems and making recommendations regarding curriculum, instruction, and assessment practices
Subject Area Committee (SAC)	team of representatives from a specific subject area who will write the curriculum and common assessments
Curriculum map	what SCSD1 values and guarantees that students will learn
Purpose statement	identifies the purpose of a class
Benchmark	overall outcome for a unit
Learning target	individual skills that lead up to achieving the benchmark
Resource, textbook, program, etc.	resource adopted by the district to help teach the local curriculum
Pacing Guide	identifies when a benchmark will be taught and when it will be assessed
Priority Learning Target	a learning target that must be taught to mastery and should be given extra emphasis.
Proficiency Scale	a tool to show learning goals and the progression of learning for students.
Instructional Planning Resources (IPR)	organizational tool for planning lessons based on learning targets rather than days
Formative assessment	informal assessment used to direct instruction
Common Assessment	common assessment given within a benchmark by all teachers who teach the same class

## How to Read the English Language Arts Curriculum Map

**Purpose Statement** identifies the purpose of a class and what is new or different at this level.

Purpose Statement:	Students will analyze figurative language, word choice, author's point of view, and text structure in order to explain the impact on meaning, tone, and development of ideas, and support their analysis with textual evidence. Students will interpret information, apply research skills, and produce a claim to be justified in an argumentative essay.
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**Benchmark** overall outcome for a unit

Benchmarks:

ELA6.1	Students will cite evidence in a written response to support inferences about characters within a text and analyze how those experiences compare with a variety of similar works from multiple genres. Students will use informational text for support.	Standard Reference
ELA6.1.1	Cite evidence to support inferences and analysis of text.	6.RL.1 6.RI.1 WY-TOPP
ELA6.1.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL6.2
ELA6.1.3	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e. personification) and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6.RL.4, 6.L.5a 6.L.5b, 6.L.5c

### Learning Target Code

**ELA6.1.3** = Subject area (ELA)  
**ELA6.1.3** = Grade/course level  
**ELA6.1.3** = Benchmark  
**ELA6.1.3** = Learning target

**Learning Targets** are individual skills that lead up to achieving the benchmark.

**WY-TOPP** signifies that this standard will likely be on the WY-TOPP state test.

### CCSS ELA Standard Reference

**6.L.5b** = Grade  
**6.L.5b** = Strand  
**6.L.5b** = Standard  
**6.L.5b** = Sub-standard

## English Language Arts Curriculum at a Glance

Grade Level or Course	Purpose Statement
<b>Kindergarten Language Arts</b>	Students will demonstrate phonological awareness in preparation for reading and writing. Students will produce letters and corresponding sounds and apply this knowledge as they read and write. Students will orally retell both literature and informational texts and demonstrate audience etiquette when speaking and listening.
<b>1<sup>st</sup> Grade Language Arts</b>	Students will apply grade level fluency and decoding skills to read and comprehend. Students will create simple and complex sentences to construct basic paragraphs in a variety of genres. Students will use oral communication skills to collaborate with peers.
<b>2<sup>nd</sup> Grade Language Arts</b>	Students will demonstrate the ability to read and comprehend text fluently and accurately while collaborating with peers using speaking and listening skills. Students will create opinion, informative, and narrative pieces of writing.
<b>3<sup>rd</sup> Grade Language Arts</b>	Students will refer to the text when asking and answering questions. Students will explain the main idea and key details in a text, compare their own point of view with the author's, and compare and contrast elements of literature. Students will plan and organize ideas to create opinion, narrative, and informational pieces of writing to communicate their thinking.
<b>4<sup>th</sup> Grade Language Arts</b>	Students will comprehend and summarize texts both verbally and in writing from various content areas, and provide reliable evidence from the text. Students will create multi paragraph informative/explanatory, opinion, research, and narrative pieces.
<b>5<sup>th</sup> Grade Language Arts</b>	Students will use evidence to compare and contrast characters, settings, and events. Students will interpret literary and informational text while summarizing, researching, and presenting using multimedia and technology.
<b>6<sup>th</sup> Grade Language Arts</b>	Students will analyze figurative language, word choice, author's point of view, and text structure in order to explain the impact on meaning, tone, and development of ideas, and support their analysis with textual evidence. Students will interpret information, apply research skills, and produce a claim to be justified in an argumentative essay.



<b>7<sup>th</sup> Grade Language Arts</b>	Students will analyze interactions between individuals, events, and ideas in informational or literary texts, and identify universal themes as they relate to the human condition. Students will apply academic and domain-specific (content area) vocabulary to formulate a deeper understanding of text. Students will make informed inferences by synthesizing and critiquing information thus creating multimodal presentations.
<b>8<sup>th</sup> Grade Language Arts</b>	Students will analyze a variety of texts by applying thinking strategies to determine how an author's choices affect text meaning(s) and the relationship with the reader and his/her world by citing a variety of text evidence to support analysis. Students will plan and incorporate appropriate and timely speaking and listening strategies in multiple settings. Students will also use the writing process to write expressive and explanatory pieces for an audience and purpose.
<b>9<sup>th</sup> Grade Language Arts</b>  <b>Freshmen English</b>	Students will cite specific pieces of textual evidence to analyze the purpose, deeper meaning, and progression of ideas across a wide variety of texts. Students will utilize various writing strategies to compose written works in multiple styles and formats, including inquiry-based research. Students will also investigate the language that they encounter daily, distinguishing between simple communication and more complex styles of speaking, to interpret the intended meaning behind diverse manners of expression.
<b>Sophomore English</b>  <b>Sophomore Composition</b>	Students will analyze multiple cultures, perspectives, and characters to deepen their appreciation of literature and interpret their world. Students will produce original examples of figurative language to add creativity and connotative meaning to their writing. Students will identify rhetorical language and incorporate it into their own writing. Students will write accurately using various structures, paying particular attention to blending their own ideas with inquiry-based research.
<b>Junior English</b>	Students will analyze literature from key eras and genres to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order to evaluate authors in terms of their individual styles and effectiveness.
<b>American Literature Advanced Literature</b>	Students will analyze American literature from key eras and genres to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order to evaluate authors in terms of their individual styles and effectiveness.
<b>English Literature</b>	Using British literature, students will draw conclusions and understand authors' intentions. Students will show mastery of grammar conventions as they write in a variety of modes to present their unique analyses of texts and to create original pieces of creative writing.

<b>Senior English</b>	Students will refine their analyses of various themes in traditional and nontraditional literature and demonstrate college and/or career ready writing skills.
<b>Sci-Fi Literature</b>	Students will analyze various forms of science fiction in literature and films to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order express their own ideas. Students will also evaluate authors in terms of their individual styles and effectiveness.
<b>Sports in Literature</b>	Students will examine the ways in which ideas, thoughts, and emotions surrounding sports are expressed in writing and film, as well as various other mediums. Students will aim to examine and analyze how sports took on such a large role in our society, what it has done historically to grow humankind, and why we are all so drawn in.
<b>English in the Workplace</b>	Students will demonstrate career ready communication and collaboration skills through the creation of a career portfolio.
<b>Visual Narratives</b>	Students will study various storytelling devices to learn about historical eras, societal reactions to various narrative forms, expression of ideas using visuals as well as audio devices, use of imagination and innovation, and audience perceptions. Throughout the course, students will be required to observe, evaluate, and show critical thinking skills and analytical skills concerning art, literature, graphic novels, advertising, info-graphics, and films.
<b>College Prep</b>	Students will read modern literature to analyze and interpret authors' intentions. Students will conduct inquiry-based research and also write extended analyses using MLA format with mastery of grammar and application of varied syntax.
<b>Mythology</b>	Students will analyze mythologies of early cultures to demonstrate how they have influenced modern cultures. Students will demonstrate cultural concepts through writing original narratives and analyses.
<b>Creative Writing Creative/Technical Writing</b>	Students will explore and analyze writing styles in a diverse variety of texts, while consistently writing, editing, and publishing creative works in a multitude of genres.

<b>Social Media</b>	Students will investigate the origins and history of social media, examine how social media has evolved, assess how to find authenticity in an online world, and explain how a digital footprint works.
<b>Yearbook</b>	Students will follow a process to produce clear and coherent writing, show photography skills that will show the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository techniques; Review, revise, and edit writing/photography with consideration for the task, purpose, and audience, with the understanding that the final product will be a published book for purchase.

## Kindergarten Language Arts

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELAK.1	Students will orally pronounce syllables and initial sounds to demonstrate phonological awareness skills.	Aug. - Oct.	X			
ELAK.2	Students will identify and demonstrate concepts of print through following words on a page.	Aug. - Oct.	X			
ELAK.3	Students will orally identify rhymes and pronounce final sounds to demonstrate phonological awareness skills.	Sept. - Dec.		X		
ELAK.4	Students will identify parts of a book, types of texts, author & illustrator, and alphabet letters to demonstrate concepts of print. Students will produce letter-sounds to apply phonics skills.	Sept. - May		X		
ELAK.5	Students will identify elements of literature and compare and contrast stories.	Sept. - May		C A		
ELAK.6	Students will plan and create narrative pieces, use conventions in their writing, and display or share their work.	Sept. - Dec.		C A		
ELAK.7	Students will orally pronounce medial vowel sounds and blend & segment phonemes to demonstrate phonological awareness skills.	Oct. - May			X	
ELAK.8	Students will plan and create opinion pieces, use conventions in their writing, and display or share their work.	Jan. - March			C A	
ELAK.9	Students will orally produce rhyming words and add/delete/substitute phonemes to demonstrate phonological awareness skills.	Oct. - May				X
ELAK.10	Students will apply phonics skills to read words.	Sept. - May				X
ELAK.11	Students will identify elements of informational texts and compare and contrast texts.	Sept. - May				C A
ELAK.12	Students will plan and create informative/explanatory pieces, use conventions in their writing, and display or share their work.	March - May				C A

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will demonstrate phonological awareness in preparation for reading and writing. Students will produce letters and corresponding sounds and apply this knowledge as they read and write. Students will orally retell both literature and informational texts and demonstrate audience etiquette when speaking and listening.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

ELAK.1		Students will orally pronounce initial sounds to demonstrate phonological awareness skills.	Standard Reference
	ELAK.1.1	Count and pronounce syllables in spoken words.	K.RF.2b
	<b>ELAK.1.2</b>	<b>Isolate and pronounce initial sounds in three-phoneme (Consonant-Vowel-Consonant) words.</b>	K. RF.2d

ELAK.2		Students will identify and demonstrate concepts of print through following words on a page.	Standard Reference
	<b>ELAK.2.1</b>	<b>Follow words from left to right, top to bottom, and page-by-page.</b>	K.RF.1a
	<b>ELAK.2.2</b>	<b>Identify the difference between letters and words.</b>	K.RF.1b
	<b>ELAK.2.3</b>	<b>Demonstrate one-to-one correspondence (i.e. matching voice to printed word).</b>	
	<b>ELAK.2.4</b>	<b>Identify and write first name.</b>	

#### Quarter 2 Benchmarks:

ELAK.3		Students will pronounce final sounds to demonstrate phonological awareness skills.	Standard Reference
	ELAK.3.1	Identify rhyming words.	K.RF.2a

	<b>ELAK.3.2</b>	<b>Isolate and pronounce final sounds in three-phoneme (CVC) words (this does not include CVCs ending in /l/, /r/, or /x/).</b>	K. RF.2d
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<b>ELAK.4</b>		<b>Students will identify, produce sounds, and write all uppercase and lowercase letters of the alphabet.</b>	Standard Reference
	ELAK.4.1	Identify parts of a book (i.e. front cover, back cover, and title page).	K.RI.5
	ELAK.4.2	Identify common types of texts ( <i>e.g., storybooks, poems</i> ).	K.RL.5
	ELAK.4.3	Identify the author and illustrator of a text and define the role of each (with prompting and support).	K.RL.6, K.RI.6
	<b>ELAK.4.4</b>	<b>Identify and name all uppercase and lowercase letters of the alphabet.</b>	K.RF.1d
	<b>ELAK.4.5</b>	<b>Produce letter-sounds for each of the consonants and long and short vowels.</b>	K.RF.3a, K. RF.3b
	<b>ELAK.4.6</b>	<b>Write a letter and letters for consonant and short-vowel sounds.</b>	

<b>ELAK.5</b>		<b>Students will identify elements of literature and compare and contrast stories.</b>	Standard Reference
	<b>ELAK.5.1</b>	<b>Ask and answer questions about key details in a story and request clarification (if needed) or to determine the meaning of unknown words, seek help, get information, or clarify understanding (with prompting and support).</b>	K.RL.1, K.SL.2 K.L.4b, K.SL.3 K.RL.4
	<b>ELAK.5.2</b>	<b>Identify the characters, settings, and major events in a story (with prompting and support) to make predictions.</b>	K.RL.3
	ELAK.5.3	Create mental images (visualization) to describe the relationship between illustrations and the story in which they appear (with prompting and support).	K.RL.7
	<b>ELAK.5.4</b>	<b>Identify main idea and retell key details of a story (with prompting and support).</b>	K.RL.2
	<b>ELAK.5.5</b>	<b>Compare and contrast similarities and differences between stories and between characters (with prompting and support).</b>	K.RL.9

	ELAK.5.6	Identify new meanings for familiar words and apply them accurately ( <i>e.g., knowing duck is a bird and learning the verb to duck</i> ).	K.L.4a
	ELAK.5.7	Distinguish shades of meaning among verbs describing the same general action ( <i>e.g., walk, march, strut, prance</i> ).	K.L.5d
	ELAK.5.8	Use words and phrases acquired through conversations, reading, and being read to, and responding to stories.	K.L.6
	ELAK.5.9	Apply schema (background knowledge) to engage in group reading activities with a purpose while sharing ideas and asking questions to engage in conversations.	K.RL.10, K.SL.1b
	ELAK.5.10	Use question words to formulate questions.	K.L.1d

ELAK.6		Students will plan and create narrative pieces, use conventions in their writing, and display or share their work.	Standard Reference
	ELAK.6.1	<b>Plan and create narrative pieces with a beginning, middle, and end and provide a reaction to what happened (using a combination of drawing, dictating, and writing).</b>	K.W.3
	ELAK.6.2	Apply schema (background knowledge) to describe familiar people, places, things, and events and provide additional detail (with prompting and support).	K.SL.4
	ELAK.6.3	<b>Use spaces between words.</b>	K.RF.1c
	ELAK.6.4	<b>Use a capital letter at the beginning of a sentence and for the pronoun <i>I</i>.</b>	K.L.2a
	ELAK.6.5	<b>Use punctuation at the end of a sentence.</b>	K.L.2b
	ELAK.6.6	<b>Print all uppercase and lowercase letters of the alphabet.</b>	K.L.1a, K.L.2c K.L.2d
	ELAK.6.7	<b>Add details to a picture (<i>e.g., more than 1 color, more than 1 item</i>) and/or writing (with guidance and support).</b>	K.SL.5, K.W.5
	ELAK.6.8	Explore a variety of digital tools to produce and publish writing (with guidance and support).	K.W.6
	ELAK.6.9	Use correct oral grammar ( <i>e.g., correct usage of nouns, verbs, adjectives, pronouns, and prepositions</i> ).	K.L.1b, K.L.1c K.L.1e, K.L.4b

			K.L.5b
	ELAK.6.10	Engage in group discussions and writing ( <i>e.g., class books</i> ).	K.SL.1, K.W. 7

### Quarter 3 Benchmarks:

ELAK.7		Students will orally pronounce medial vowel sounds and blend & segment phonemes to demonstrate phonological awareness skills.	Standard Reference
	ELAK.7.1	Isolate and pronounce medial vowel sounds in three-phoneme (CVC) words.	K. RF.2d
	ELAK.7.2	Blend and segment onsets and rimes in single-syllable words.	K.RF.2c
	ELAK.7.3	Blend and segment individual phonemes in single-syllable words.	

ELAK.8		Students will plan and create opinion pieces, use conventions in their writing, and display or share their work.	Standard Reference
	ELAK.8.1	Speak audibly and express thoughts, feelings, and ideas clearly.	K.SL.6
	ELAK.8.2	Orally produce and expand complete sentences.	K.L.1f
	ELAK.8.3	Plan and create opinion pieces stating the topic and at least one reason to support their opinion (using a combination of drawing, dictating, and writing).	K.W.1
	ELAK.8.4	Use spaces between words.	K.RF.1c
	ELAK.8.5	Use a capital letter at the beginning of a sentence and for the pronoun <i>I</i> .	K.L.2a
	ELAK.8.6	Use punctuation at the end of a sentence.	K.L.2b
	ELAK.8.7	Print all uppercase and lowercase letters of the alphabet.	K.L.1a, K.L.2c K.L.2d
	ELAK.8.8	Use audience etiquette when engaging in discussions ( <i>e.g., listening to others, taking turns, staying on topic</i> ).	K.SL.1a



**Quarter 4 Benchmarks:**

<b>ELAK.9</b>		<b>Students will add/delete/substitute phonemes to demonstrate phonological awareness skills.</b>	Standard Reference
	ELAK.9.1	Blend and segment syllables in spoken words.	K.RF.2b
	ELAK.9.2	Produce rhyming words.	K.RF.2a
	<b>ELAK.9.3</b>	<b>Add phonemes in simple one-syllable words to make new words.</b>	K.RF.2e
	<b>ELAK.9.4</b>	<b>Delete phonemes in simple one-syllable words to make new words.</b>	
	<b>ELAK.9.5</b>	<b>Substitute phonemes in simple one-syllable words to make new words.</b>	K.RF.2e

<b>ELAK.10</b>		<b>Students will apply phonics skills to read words.</b>	Standard Reference
	<b>ELAK.10.1</b>	<b>Read common high-frequency words (sight words) aloud.</b>	K.RF.3c
	<b>ELAK.10.2</b>	<b>Identify sounds that differ in three-phoneme (CVC) words.</b>	K.RF.3d
	<b>ELAK.10.3</b>	<b>Read three-phoneme (CVC) words aloud.</b>	
	<b>ELAK.10.4</b>	<b>Read decodable texts aloud.</b>	K.RF.4

<b>ELAK.11</b>		<b>Students will identify elements of informational texts and compare and contrast texts.</b>	Standard Reference
	<b>ELAK.11.1</b>	<b>Ask and answer questions about key details in a text and request clarification (if needed) or to determine the meaning of unknown words, seek help, get information, or clarify understanding (with prompting and support).</b>	K.RI.1, K.SL.2 K.L.4b, K.SL.3 K.RI.4
	ELAK.11.2	Create mental images (visualization) to describe the relationship between illustrations and the text in which they appear (with prompting and support).	K.RI.7
	<b>ELAK.11.3</b>	<b>Identify main topic and retell key details of text (with prompting and support).</b>	K.RI.2, K.RI.8
	<b>ELAK.11.4</b>	<b>Compare and contrast similarities and differences between texts (with prompting and support).</b>	K.RI.9
	<b>ELAK.11.5</b>	<b>Make and describe connections (text-to-self; text-to-text) with texts read aloud to them (with prompting and support).</b>	K.RI.3

ELAK.11.6	Identify new meanings for familiar words and apply them accurately ( <i>e.g., knowing duck is a bird and learning the verb to duck</i> ).	K.L.4a
ELAK.11.7	Identify real-life connections between words and their use ( <i>e.g., things in nature that are colorful</i> ).	K.L.5c
ELAK.11.8	Use words and phrases acquired through conversations, reading, and being read to, and responding to text.	K.L.6
ELAK.11.9	Sort common objects and describe the categories to gain a sense of the concepts represented ( <i>e.g., pictures of animals, different colored objects</i> ).	K.L.5a
<b>ELAK.11.10</b>	<b>Engage in group reading activities with a purpose while sharing ideas and asking questions to engage in conversations.</b>	K.RI.10, K.SL.1b
ELAK.11.11	Use question words to formulate questions.	K.L.1d

<b>ELAK.12</b>	<b>Students will plan and create informative/explanatory pieces, use conventions in their writing, and display or share their work.</b>	Standard Reference
<b>ELAK.12.1</b>	<b>Plan and create informative/explanatory pieces stating the topic and at least two facts (big ideas) (using a combination of drawing, dictating, and writing).</b>	K.W.2
ELAK.12.2	Recall information from experience or gather information from provided sources to answer a question (with guidance and support).	K.W.8
<b>ELAK.12.3</b>	<b>Use spaces between words.</b>	K.RF.1c
<b>ELAK.12.4</b>	<b>Use a capital letter at the beginning of a sentence and for the pronoun I.</b>	K.L.2a
<b>ELAK.12.5</b>	<b>Print all uppercase and lowercase letters of the alphabet.</b>	K.L.1a, K.L.2c K.L.2d
<b>ELAK.12.6</b>	<b>Add details to a picture (<i>e.g., more than 1 color, more than 1 item</i>) and/or writing (with guidance and support).</b>	K.W.5, K.SL.5
ELAK.12.7	Explore a variety of digital tools to produce and publish writing (with guidance and support).	K.W.6
ELAK.12.8	Engage in group research, discussions, and writing ( <i>e.g., class books</i> ).	K.SL.1, K.W.7

# 1<sup>st</sup> Grade Language Arts

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELA1.1	Students will demonstrate phonological awareness by: orally blending and segmenting individual sounds (phonemes) in single-syllable words.	Aug-Oct	X			
ELA1.2	Students will identify the distinguishing features of a sentence. Students will use grade-level phonics and word analysis skills in decoding one-syllable words.	Aug-Oct	X			
ELA1.3	Students will ask and answer questions, retell literature, and identify the main topic of literary texts.	Aug-Oct	C A			
ELA1.4	Students will demonstrate phonological awareness skills by: identifying syllables in words and adding, deleting, and changing sounds (phonemes) to make new words.	Oct-Dec		X		
ELA1.5	Students will plan and create opinion pieces using conventions and grammar	Oct-Dec		C A		
ELA1.6	Students will participate in conversations presenting knowledge and ideas. Students will use the illustrations and text to describe characters, setting, events, and key ideas in literary text.	Oct-Dec		C A		
ELA1.7	Students will participate in conversations presenting knowledge and ideas. Students will use the illustrations and text to identify the main topic and key ideas in informational text.	Jan-March			C A	
ELA1.8	Students will apply and decoding skills to read and understand grade appropriate words and text.	Jan-March			X	
ELA.1.9	Students will plan and create informative/explanatory pieces which name a topic, supply three facts (big ideas) about the topic and a closing sentence.	Jan-March			C A	
ELA1.10	Students will identify elements of literature, features of informational texts, and compare and contrast components of each type of text.	March-May				C A
ELA1.11	Students will plan and create narrative pieces using conventions and grammar.	March-May				X

ELA1.12	Students will acquire knowledge of words and their meanings.	March-May				X
ELA1.13	Students will read with sufficient accuracy and fluency to support comprehension.	March-May				X

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will apply grade level fluency and decoding skills to read and comprehend. Students will create simple and complex sentences to construct basic paragraphs in a variety of genres. Students will use oral communication skills to collaborate with peers.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

ELA1.1		Students will demonstrate phonological awareness by: orally blending and segmenting individual sounds (phonemes) in single-syllable words.	Standard Reference
	ELA1.1.1	Distinguish long from short vowel sounds in spoken single-syllable words.	1.RF.2a
	ELA1.1.2	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	1.RF.2b
	ELA1.1.3	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	1.RF.2c
	ELA1.1.4	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.RF.2d
	ELA1.1.5	Produce rhyming words.	

ELA1.2		Students will identify the distinguishing features of a sentence. Students will use grade-level phonics and word analysis skills in decoding one-syllable words.	Standard Reference
	ELA1.2.1	Identify the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1.RF.1a

	<b>ELA1.2.2</b>	<b>Decode regularly spelled one-syllable words.</b>	1.RF.3b
	<b>ELA1.2.3</b>	<b>Print all upper- and lowercase letters.</b>	1.L.1a
	<b>ELA1.2.4</b>	<b>Use reading strategies when appropriate to read words (i.e. make predictions, look at pictures, look for chunks in words, get mouth ready).</b>	

<b>ELA1.3</b>		<b>Students will ask and answer questions and retell literature.</b>	Standard Reference
	ELA1.3.1	Follow agreed-upon rules for discussions ( <i>e.g., listening to others, speaking one at a time about the topics and texts under discussion</i> ).	1.SL.1a
	ELA1.3.2	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	1.SL.1b
	ELA1.3.3	Ask clarifying questions about the topics and texts under discussion.	1.SL.1c
	<b>ELA1.3.4</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>	1.SL.2
	ELA1.3.5	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.SL.3
	<b>ELA1.3.6</b>	<b>Retell literature, including key details, and demonstrate understanding of text.</b>	1.RL.2

#### Quarter 2 Benchmarks:

<b>ELA1.4</b>		<b>Students will demonstrate phonological awareness skills by: identifying syllables in words and adding, deleting, and changing sounds (phonemes) to make new words.</b>	Standard Reference
	<b>ELA1.4.1</b>	<b>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a spoken word.</b>	1.RF.3d
	<b>ELA1.4.2</b>	<b>Add, delete, and change phonemes to make new words.</b>	

ELA1.5		Students will plan and create opinion pieces using conventions and grammar.	Standard Reference
	ELA1.5.1	<b>Plan and create opinion pieces which introduce a topic or name a book, state an opinion; provide three reasons for the opinion and a closing sentence.</b>	1.W.1
	ELA1.5.2	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing (with guidance and support).	1.W.5
	ELA1.5.3	Use personal, possessive, and indefinite pronouns ( <i>e.g., I, me, my; they, them, their, anyone, everything</i> ).	1.L.1d
	ELA1.5.4	Use conjunctions ( <i>e.g., and, but, or, so, because</i> ) in speaking and writing.	1.L.1g
	ELA1.5.5	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (see appendix for Fry words).</b>	1.L.2d
	ELA1.5.6	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>	1.L.2e
	ELA1.5.7	Identify frequently occurring root words ( <i>e.g., look</i> ) and their inflectional forms ( <i>e.g., looks, looked</i> ).	1.L.4c
	ELA1.5.8	Sort words into categories ( <i>e.g., colors, clothing</i> ) to gain a sense of the concepts the categories represent.	1.L.5a
	ELA1.5.9	Define words by category and by one or more key attributes ( <i>e.g., a duck is a bird that swims; a tiger is a large cat with stripes</i> ).	1.L.5b
	ELA1.5.10	Distinguish shades of meaning among verbs differing in manner ( <i>e.g., look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity ( <i>e.g., large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	1.L.5d

ELA1.6		Students will use the illustrations and text to describe characters, setting, events, and key ideas in literary text.	Standard Reference
	ELA1.6.1	Describe people, places, things, and events with relevant details, expressing ideas, and feelings clearly.	1.SL.4
	ELA1.6.2	Add detailed drawings (i.e. more than one color, more than one item) or other visual displays to	1.SL.5

		descriptions when appropriate to clarify ideas, thoughts, and feelings.	
	ELA1.6.3	Produce complete sentences.	1.SL.6
	<b>ELA1.6.4</b>	<b>Ask and answer questions about key details in a text.</b>	1.RL.1, 1.RI.1
	<b>ELA1.6.5</b>	<b>Describe characters, settings, and major events in literature, using key details.</b>	1.RL.3
	<b>ELA1.6.6</b>	<b>Use the illustrations and details <u>in literature</u> to describe its characters, setting, and events.</b>	1.RL.7

### Quarter 3 Benchmarks:

<b>ELA1.7</b>	<b>Students will use the illustrations and text to describe the main idea and key details in informational text.</b>		Standard Reference
	<b>ELA1.7.1</b>	<b>Ask and answer questions about key details in a text.</b>	1.RL.1, 1.RI.1
	<b>ELA1.7.2</b>	<b>Identify the main topic and retell key details of informational text.</b>	1.RI.2
	ELA1.7.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3
	<b>ELA1.7.4</b>	<b>Use the illustrations and details <u>in informational text</u> to describe its key ideas.</b>	1.RI.7

<b>ELA1.8</b>	<b>Students will apply decoding skills to read and understand grade appropriate words and text.</b>		Standard Reference
	<b>ELA1.8.1</b>	<b>Use the spelling-sound correspondences for common consonant digraphs including but not limited to ch-, th-, wh-, sh-, -ck, -ng.</b>	1.RF.3a
	<b>ELA1.8.2</b>	<b>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</b>	1.RF.3d
	ELA1.8.3	Read aloud words with inflectional endings ( <i>e.g., -ed, -ing, -s, -es</i> ).	1.RF.3f
	ELA1.8.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.RF.4c



<b>ELA1.9</b>		<b>Students will plan and create informative/explanatory pieces using conventions and grammar.</b>	Standard Reference
	<b>ELA1.9.1</b>	<b>Plan and create informative/explanatory pieces which name a topic, supply three facts (big ideas) about the topic and a closing sentence.</b>	1.W.2
	ELA1.9.2	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing (with guidance and support).	1.W.5
	ELA1.9.3	Participate in shared research and writing projects ( <i>e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions</i> ).	1.W.7
	ELA1.9.4	Use adjectives to add details in speaking and writing.	1.L.1f
	<b>ELA1.9.5</b>	<b>Use end punctuation for sentences.</b>	1.L.2e
	<b>ELA1.9.6</b>	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>	1.L.2e

#### Quarter 4 Benchmarks:

<b>ELA1.10</b>		<b>Students will identify elements of literature, text features of informational texts, and compare and contrast components of each type of text.</b>	Standard Reference
	<b>ELA1.10.1</b>	<b>Explain major differences between books that tell stories and books that give information for a variety of text types.</b>	1.RL.5
	<b>ELA1.10.2</b>	<b>Use various text features (<i>e.g., headings, tables of contents, glossaries, electronic menus, icons</i>) to locate key facts or information in a text.</b>	1.RI.5
	<b>ELA1.10.3</b>	<b>Identify who is telling the story at various points in a text.</b>	1.RL.6
	ELA1.10.4	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.6
	ELA1.10.5	Identify the reasons an author gives to support points and identifies central message in a text.	1.RL.2, 1.RI.8
	ELA1.10.6	Compare and contrast the adventures and experiences of characters in stories.	1.RL.9
	<b>ELA1.10.7</b>	<b>Identify basic similarities in and differences between two texts (literature or informational) on</b>	1.RI.9

		<b>the same topic (e.g., in illustrations, descriptions, or procedures).</b>	
	<b>ELA1.10.8</b>	<b>Read aloud informational texts appropriately complex for grade 1 (with prompting and support).</b>	1.RI.10

<b>ELA1.11</b>		<b>Students will plan and create narrative pieces using conventions and grammar.</b>	Standard Reference
	<b>ELA1.11.1</b>	<b>Plan and create narratives which contain a beginning, middle, and end, include two or more details regarding what happened, use temporal words to signal event order, and a closing sentence.</b>	1.W.3
	ELA1.11.2	Focus on a topic, respond to questions and suggestions, and add details to strengthen writing (with guidance and support).	1.W.5
	ELA1.11.3	Use a variety of digital tools to produce and publish writing, including in collaboration with peers (with guidance and support).	1.W.6
	ELA1.11.4	Recall information from experiences or gather information from provided sources to answer a question (with guidance and support).	1.W.8
	ELA1.11.5	Use common, proper, and possessive nouns.	1.L.1b
	ELA1.11.6	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).	1.L.1c
	ELA1.11.7	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).	1.L.1e
	ELA1.11.8	Produce and expand a variety of simple and compound sentences (i.e. declarative, interrogative, imperative, and exclamatory) in response to prompts.	1.L.1j
	ELA1.11.9	Capitalize dates and names of people.	1.L.2a
	ELA1.11.10	Use commas in dates and to separate single words in a series.	1.L.2c
	ELA1.11.11	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (see appendix for Fry words).	1.L.2d

	ELA1.11.12	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	1.L.6
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ELA1.12		Students will acquire knowledge of words and their meanings.	Standard Reference
	ELA1.12.1	Use determiners ( <i>e.g., articles such as a, an, the and demonstratives such as this, these, those, that</i> ) in speaking and writing.	1.L.1h
	ELA1.12.2	Use frequently occurring prepositions ( <i>e.g., during, beyond, toward</i> ) in speaking and writing.	1.L.1i
	ELA1.12.3	Use sentence-level context as a clue to the meaning of a word or phrase.	1.L.4a
	ELA1.12.4	<b>Use frequently occurring affixes as a clue to the meaning of a word (<i>e.g., un-, dis-, re-, pre-, -able, -ed, -ful, -less</i>).</b>	1.L.4b
	ELA1.12.5	Identify real-life connections between words and their use ( <i>e.g., note places at home that are cozy</i> ).	1.L.5c
	ELA1.12.6	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RL.4
	ELA1.12.7	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RI.4

ELA1.13		Students will read with sufficient accuracy and fluency to support comprehension.	Standard Reference
	ELA1.13.1	<b>Use final -e and common vowel team conventions for representing long vowel sounds.</b>	1.RF.3c
	ELA1.13.2	<b>Decode two-syllable words following basic patterns by breaking the words into syllables.</b>	1.RF.3e
	ELA1.13.3	<b>Read aloud grade-level text with purpose and understanding.</b>	1.RF.4a
	ELA1.13.4	<b>Read aloud grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>	1.RF.4b
	ELA1.13.5	<b>Read aloud grade-appropriate irregularly spelled words. (see appendix for Fry words and phrases)</b>	1.RF.3g
	ELA1.13.6	Read prose and poetry of appropriate complexity for grade 1 (with prompting and support).	1.RL.10

## 2<sup>nd</sup> Grade Language Arts

Pacing Guide							
Code	Benchmark	Month(s) Taught	Assessment Period				
			1	2	3	4	
ELA2.1 ELA2.4 ELA2.8 ELA2.11	Students will apply phonics and word analysis skills in decoding and spelling words.	Aug. - May	X	X	X	X	
ELA2.2	Students will use context clues and academic vocabulary to read grade-level text.	Aug. - May		X		X	
ELA2.3	Students will comprehend literature, referring to text to ask and answer questions orally and in writing. Students will describe story structure and how phrases supply rhythm and meaning to a story, poem, or song.	Aug. - Oct.	C A				
ELA2.5	Students will comprehend literature referring to text to demonstrate understanding of characters, setting, and plot by evaluating illustrations and words in print or digital text.	Oct. - Dec.		X			
ELA2.6	Students will comprehend literature referring to text to compare and contrast stories, recount stories and determine the central message, lesson or moral.	Oct. - Dec.		C A			
ELA2.7	Students will plan and create opinion pieces using language, grammar, and conventions.	Oct. - Dec.		C A			
ELA2.9	Students will comprehend informational text. Students will refer to text to ask and answer questions verbally and in writing. Students will use text features to locate information, make connections, and compare and contrast important points.	Jan. - Mar.			C A		
ELA2.10	Students will plan and create informative/explanatory pieces using language, grammar, and conventions and display or share their work.	Jan. - Mar.			C A		
ELA2.12	Students will comprehend informational text referring to text to identify main topic and author's purpose. Students will determine the meaning of unknown words and explain how images clarify a text.	Mar. - May				C A	

ELA2.13	Students will plan and create real narratives, using language, grammar, and conventions and display or share their work.	Mar. - May				X
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ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will demonstrate the ability to read and comprehend text fluently and accurately while collaborating with peers using speaking and listening skills. Students will create opinion, informative, and narrative pieces of writing.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

<b>ELA2.1</b>		<b>Students will apply phonics and word analysis skills in decoding and spelling words.</b>  <i>Note: this benchmark is intended to be taught and assessed all year long.</i>	Standard Reference
	<b>ELA2.1.1</b>	<b>Distinguish long and short vowels when reading and spelling regularly spelled one-syllable words.</b>	2.RF.3a
	<b>ELA2.1.2</b>	<b>Determine the meaning of unknown words/multiple-meaning words, root words, words with prefixes, and compound words.</b>	2.L.4b 2.L.4c 2.L.4d

<b>ELA2.2</b>		<b>Students will use context clues and academic vocabulary to read grade-level text.</b>  <i>Note: this benchmark is intended to be taught and assessed all year long.</i>	Standard Reference
	<b>ELA2.2.1</b>	<b>Read aloud grade-level text with purpose and understanding.</b>	2.RF.4a
	<b>ELA2.2.2</b>	<b>Read aloud grade-level text with accuracy, appropriate rate, and expression on successive readings.</b>	2.RF.4b

	<b>ELA2.2.3</b>	<b>Use context to confirm or self-correct word recognition and understanding.</b>	2.RF.4c
	<b>ELA2.2.4</b>	<b>Use academic vocabulary (see appendix) in discussions related to literature and informational text.</b>	

<b>ELA2.3</b>	<b>Students will comprehend literature, referring to text to ask and answer questions orally and in writing. Students will describe story structure and how phrases supply rhythm and meaning to a story, poem, or song.</b>		Standard Reference
	ELA2.3.1	Produce complete sentences when asking and answering questions, both verbally and in writing, when referring to a text.	2.RL.1, 2.SL.6 2.L.1a, 2.L.1b 2.L.1c, 2.L.1d 2.L.1e, 2.L.1f
	<b>ELA2.3.2</b>	<b>Engage in collaborative discussions to describe the structure of a story (i.e. sequence, cause and effect) using complete sentences orally and in writing.</b>	2.RL.5
	ELA2.3.3	Discuss how words, phrases and nuances ( <i>e.g., rhyming, repeated phrases</i> ) supply rhythm and meaning to stories, poems, or songs.	2.RL.4
	ELA2.3.4	Use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	2.L.1a, 2.L.1b 2.L.1c, 2.L.1d 2.L.1e, 2.L.1f 2.L.3

#### Quarter 2 Benchmarks:

<b>ELA2.4</b>	<b>Students will apply phonics and word analysis skills in decoding and spelling words.</b>		Standard Reference
	<b>ELA2.4.1</b>	<b>Decode words with common prefixes and suffixes (i.e. re-, un-, dis-, pre-, -ful, -less, -ed, -ing).</b>	2.RF.3d

<b>ELA2.5</b>		<b>Students will comprehend literature referring to text to demonstrate understanding of characters, setting, and plot by evaluating illustrations and words in print or digital text.</b>	Standard Reference
	<b>ELA2.5.1</b>	<b>Explain verbally and/or in writing how characters develop and respond to challenges in text.</b>	2.RL.3
	<b>ELA2.5.2</b>	<b>Use illustrations from print or digital text to describe characters, setting, and plot.</b>	2.RL.7
	<b>ELA2.5.3</b>	Identify differences in the character's point of view, including speaking in a different voice for each character when reading dialogue aloud.	2.RL.6

<b>ELA2.6</b>		<b>Students will comprehend literature referring to text to compare and contrast stories, recount stories and determine the central message, lesson or moral.</b>	Standard Reference
	<b>ELA2.6.1</b>	<b>Compare and contrast verbally and in writing two or more stories.</b>	2.RL.9
	<b>ELA2.6.2</b>	<b>Recount stories verbally and in writing (i.e. fables and folktales from diverse cultures) to determine the central message, lesson, or moral.</b>	2.RL.2
	<b>ELA2.6.3</b>	<b>Determine the meaning of words and phrases in a text verbally and in writing.</b>	2.L.4a, 2.RI.4

<b>ELA2.7</b>		<b>Students will plan and create real narratives, using language, grammar, and conventions and display or share their work.</b>	Standard Reference
	<b>ELA2.7.1</b>	<b>Plan and create real narratives introducing the topic, sequencing beginning, middle and end, using temporal words, including details to describe actions, thoughts, and feelings, and provide a concluding statement.</b>	2.W.3
	<b>ELA2.7.2</b>	<b>Use academic vocabulary (i.e. real narrative, beginning, middle, end, temporal words, introduction, conclusion, details) to plan and compose real narratives.</b>	



	<b>ELA2.7.3</b>	<b>Spell high-frequency words (see appendix for Fry words).</b>	2.RF.3f
	<b>ELA2.7.4</b>	<b>Strengthen writing by utilizing appropriate grammar (i.e. adjectives, adverbs, verbs, apostrophes to form contractions and possessives, past tense irregular verbs, and abbreviations).</b>	2.L.1d, 2.L.1e 2.L.2c, 2.L.5b 2.L.6
	<b>ELA2.7.5</b>	<b>Strengthen writing by revising and editing (with guidance and support).</b>	2.W.5
	ELA2.7.6	Produce writing samples with legible handwriting.	
	<b>ELA2.7.7</b>	<b>Create and write a story from a personal experience with appropriate facts and descriptive details.</b>	2.SL.4, 2.SL.5

### Quarter 3 Benchmarks:

<b>ELA2.8</b>	<b>Students will apply phonics and word analysis skills in decoding and spelling words.</b>	Standard Reference
<b>ELA2.8.1</b>	<b>Decode and spell regularly spelled two-syllable words with long vowels.</b>	2.RF.3c

<b>ELA2.9</b>	<b>Students will comprehend informational text. Students will refer to text to ask and answer questions verbally and in writing. Students will use text features to locate information, make connections, and compare and contrast important points.</b>	Standard Reference
<b>ELA2.9.1</b>	Produce complete sentences when asking and answering questions, both verbally and in writing, when referring to a text.	2.L.1a, 2.L.1b 2.L.1c, 2.RI.1 2.SL.6
<b>ELA2.9.2</b>	<b>Use text features (i.e. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b>	2.RI.5
<b>ELA2.9.3</b>	Explain, both verbally and in writing, how specific images ( <i>e.g., a diagram showing how a machine works</i> ) contribute to and clarify a text.	2.RI.7

	ELA2.9.4	Use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	2.L.1a, 2.L.1b 2.L.1c, 2.L.1d 2.L.1e, 2.L.1f 2.L.3
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ELA2.10		Students will plan and create informative/explanatory pieces using language, grammar, and conventions and display or share their work.	Standard Reference
	ELA2.10.1	Plan and create informative/explanatory pieces in which a topic is introduced, use facts to develop at least three big ideas, provide at least two supporting details for each big idea, use transition words, and provide a concluding statement.	2.W.2
	ELA2.10.2	Use academic vocabulary (i.e. topic, big idea, supporting details, transition words, conclusion) to plan and compose informative/explanatory pieces.	
	ELA2.10.3	Recall or gather information from provided sources to write an informational piece.	2.W.8
	ELA2.10.4	Spell high-frequency words (see appendix for Fry words).	2.RF.3f
	ELA2.10.5	Strengthen writing by utilizing appropriate grammar and conventions.	2.L.2a, 2.L.2b 2.L.2d, 2.L.2e 2.L.3a, 2.L.4e
	ELA2.10.6	Strengthen writing by revising and editing (with guidance and support).	2.W.5
	ELA2.10.7	Produce writing samples with legible handwriting.	
	ELA2.10.8	Use a variety of digital tools to produce and publish writing (with guidance and support).	2.SL.3, 2.W.6
	ELA2.10.9	Participate in shared research and writing projects in collaboration with peers.	2.SL.3, 2.W.6 2.W.7
	ELA2.10.10	Use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	2.L.1a, 2.L.1b 2.L.1c, 2.L.1d 2.L.1e, 2.L.1f 2.L.3

**Quarter 4 Benchmarks:**

<b>ELA2.11</b>		<b>Students will apply phonics and word analysis skills in decoding and spelling words.</b>	Standard Reference
	<b>ELA2.11.1</b>	<b>Apply spelling-sound correspondences for common vowel teams (i.e. <i>oa, oe, ow, ou, ee, ea</i>).</b>	2.RF.3b
	<b>ELA2.11.2</b>	<b>Read aloud and spell words with inconsistent but common spelling-sound correspondences. (i.e. <i>ou, au, oo, oi, ow</i>)</b>	2.RF.3e
	<b>ELA2.11.3</b>	<b>Read aloud and spell high-frequency words (see appendix for Fry words).</b>	2.RF.3f

<b>ELA2.12</b>		<b>Students will comprehend informational text referring to text to identify main topic and author's purpose. Students will determine the meaning of unknown words, and explain how images clarify a text.</b>	Standard Reference
	<b>ELA2.12.1</b>	<b>Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text, both verbally and in writing.</b>	2.RI.2
	<b>ELA2.12.2</b>	<b>Identify the main purpose of a text, verbally and in writing, including what the author wants to answer, explain, or describe.</b>	2.RI.6
	ELA2.12.3	Describe, verbally and in writing, how reasons support specific points the author makes in a text.	2.RI.8
	ELA2.12.4	Engage in collaborative discussions to explain the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.RI.3, 2.SL.1a 2.SL.1b, 2.SL.1c
	ELA2.12.5	Compare and contrast, verbally and in writing, the most important points presented by two texts on the same topic.	2.RI.9

<b>ELA2.13</b>		<b>Students will plan and create opinion pieces using language, grammar, and conventions.</b>	Standard Reference
	<b>ELA2.13.1</b>	<b>Plan and create opinion pieces introducing the topic/opinion, supply at least three reasons that support the opinion, produce at least two</b>	2.W.1

		<b>supporting details that support each reason, use linking words (<i>e.g., because, and, also</i>) to connect opinion and reasons, and provide a concluding statement.</b>	
	<b>ELA2.13.2</b>	<b>Use academic vocabulary (i.e. topic, opinion, reasons, supporting details, linking words, conclusion) to plan and compose opinion pieces.</b>	
	<b>ELA2.13.3</b>	<b>Spell high-frequency words (see appendix for Fry words).</b>	2.RF.3f
	<b>ELA2.13.4</b>	<b>Strengthen writing by utilizing appropriate grammar (i.e. collective nouns, irregular plural nouns, reflexive pronouns, simple and compound sentences).</b>	2.L.1a, 2.L.1b 2.L.1c, 2.L.1f
	<b>ELA2.13.5</b>	<b>Strengthen writing by revising and editing (with guidance and support).</b>	2.W.5
	ELA2.13.6	Produce writing samples with legible handwriting.	
	ELA2.13.7	Use knowledge of language, grammar, and conventions when listening, speaking, reading, and writing.	2.L.1a, 2.L.1b 2.L.1c, 2.L.1d 2.L.1e, 2.L.1f 2.L.3

### 3<sup>rd</sup> Grade Language Arts

Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
<b>ELA3.1</b>	Students will refer explicitly to a text to ask and answer questions both verbally and in writing. Students will identify genres and determine the importance of a text. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	August-October	X			
<b>ELA3.2</b>	Students will use components of the writing process to plan and create a variety of written pieces, including a published piece. Students will plan and create an opinion writing piece.	August-October	X			
<b>ELA3.3</b>	Students will explain the author's intent of a genre. Students will determine the narrator/author's point of view and distinguish it from their own. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	Sept-October	X			
<b>ELA3.4</b>	Students will refer to parts of literature when writing or speaking about a text and describe how each part of the literature builds on an earlier part or section. Students will also explain how illustrations contribute to the text and identify and fluently read figurative language in literature.	October-December		X		
<b>ELA3.5</b>	Students will recount literature in sequence, including but not limited to fables, folktales, and myths. Students will determine the central message, lesson, or moral and will justify the central message of literature. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	October - December		X		
<b>ELA3.6</b>	Students will plan and create an informative/explanatory writing piece on a specific topic and will be able to verbally report on the topic.	October-December		X		
<b>ELA3.7</b>	Students will identify and explain text features. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	January			X	
<b>ELA3.8</b>	Students will identify and explain, verbally or in writing, the main ideas and key details of a text	January-March			X	

	either read by them or from information provided to them. Students will use sequence, cause/effect, and time language to describe relationships between historical events, scientific concepts, or steps in technical procedures. Read fluently, using academic and domain specific vocabulary to make meaning of the text.					
<b>ELA3.9</b>	Students will conduct short research that build knowledge about a topic. Students will include text features and illustrations, use note-taking skills as well as cite resources that support their writing.	January-March			X	
<b>ELA3.10</b>	Students will compare and contrast theme, settings, and plots of literature. Students will describe characters in the story and how their actions contribute to the sequence of events using relevant details. Students will compare and contrast main ideas and key details in informational text. Read fluently, using academic and domain specific vocabulary to make meaning of the text.	March-May				X
<b>ELA3.11</b>	Students will plan and create a real or imagined narrative piece of writing using the components of the writing process.	March-May				X

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will refer to the text when asking and answering questions. Students will explain the main idea and key details in a text, compare their own point of view with the author's, and compare and contrast elements of literature. Students will plan and organize ideas to create opinion, narrative, and informational pieces of writing to communicate their thinking.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

<b>ELA3.1</b>	<b>Students will refer explicitly to a text to ask and answer questions. Students will demonstrate an understanding of a text referring explicitly to the text as the basis for the answers both verbally and in writing. Students will read fluently, using academic and domain specific vocabulary to make meaning of the text.</b>	Standard Reference
<b>ELA3.1.1</b>	<b>Reread and refer to evidence from the text to support their answers.</b> Example: Select a sentence that shows; select a sentence that supports; use text evidence to prove, etc.	3.RI.1, 3.RL.1 WY-TOPP
<b>ELA3.1.2</b>	<b>Determine the meaning of words and phrases as they are used in a text, distinguished literal from non-literal language.</b> <b>Example: Context clues (What does “___” mean as used in this phrase?)</b> <b>Example: Shades of meaning (e.g., knew, believed, suspected, heard, and wondered).</b>	3.RL.4 3.L.5c WY-TOPP
ELA3.1.3	Restate the question, both verbally and in writing, when answering a question.	3.RI.1, 3.RL.1 WY-TOPP

	ELA3.1.4	Engage in a range of collaborative discussions about a variety of texts to determine clarity on topics and questions of text.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
	ELA3.1.5	Identify and compare and contrast theme, setting, and plot in literature.	3.RL.9 WYTOPP
	<b>ELA3.1.6</b>	<b>Read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words (see appendix for Fry words).</b>	3.RF 3c, 3.RF 3d

ELA3.2		Students will use components of the writing process to plan and create a variety of written pieces, including a published piece. Students will plan and create an opinion writing piece.	Standard Reference
	ELA3.2.1	Develop a topic through brainstorming either in collaboration with peers independently.	3.W.5, 3.SL.1a 3.SL.1b, 3.SL.1c 3.SL.1d
	ELA3.2.2	Develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	3.W.1c, 3.W.2a 3.W.2b, 3.W.2c 3.W.2d, 3.W.3c 3.W.5 WY-TOPP
	ELA3.2.3	Produce simple, compound, and complex sentences to create writing pieces. Produce sentences, paragraphs, and multi-paragraph writing pieces using word choice.	3.L.1b 3.L.1c, 3.L.1d 3.L.1e, 3.L.1f 3.L.1g, 3.L.1h 3.L.1i, 3.L.3a 3.W.5 WY-TOPP
	ELA3.2.4	Use correct spelling conventions including but not limited to, capitalization, punctuation, quotation marks in dialogue, possession, tenses, and plural/singular.	3.L.2a, 3.L.2b 3.L.2c, 3.L.2d 3.W.5 WY-TOPP
	ELA3.2.5	Revise and edit writing pieces to ensure the writing process is complete (with guidance and support).	3.W.5
	ELA3.2.6	Create a published piece of writing.	3.W.6
	ELA3.2.7	Use spelling including but not limited to, spelling high-frequency words (see appendix for Fry list), adding suffixes to root words, and spelling patterns. Use a dictionary to correct spelling.	3.L.2e, 3.L.2f 3.L.2g, 3.W.5 WY-TOPP



	ELA3.2.8	Engage in a range of collaborative discussions to determine clarity on writing topics.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
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ELA3.3		<b>Students will identify the genre of a text and the author's intent of the genre. Students will determine the narrator/author's point of view. Students will describe characters in the story and how their actions, traits, motivations, or feelings contribute to the sequence of events. Students will refer explicitly to the text as a basis for their answers.</b>	Standard Reference
	ELA3.3.1	<b>Students will describe characters in the story and how their actions, traits, motivations, or feelings contribute to the sequence of events</b>	RL.3 WYTOPP
	ELA3.3.2	<b>Students will identify the genre of a text.</b>	3.RL.10
	ELA3.3.3	<b>Students will identify narrator/author's purpose.</b>	3.RI.6, 3.RL.6 WY-TOPP
	ELA3.3.4	<b>Students will identify the narrator/author's point of view and determine differences among first, second, and third person point of view (i.e. Who is speaking?).</b>	3.RL.6, 3.RI.6 WY-TOPP
	ELA3.3.5	<b>Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.</b> Example: Context clues (What does " ____ " mean as used in this phrase?) Example: Shades of meaning ((e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , and <i>wondered</i> )).	3.RL.4 WY-TOPP  3.L.5c WY-TOPP
	ELA3.3.6	Engage in a range of collaborative discussions to determine clarity on topics and questions of text.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
	ELA3.3.7	Distinguish one's own point of view from that of the narrator/author (i.e. Express their own thoughts about the text they have read. Do you agree with the author?).	3.RL.6, 3.RI.6 WY-TOPP
	ELA3.3.8	Identify and compare and contrast theme, setting, and plot in literature.	3.RL.9 WY-TOPP

**Quarter 2 Benchmarks:**

<b>ELA3.4</b>		<b>Students will refer to parts of stories, dramas, and poems and describe how each part of the literature builds on an earlier part or section (using terms such as chapter, scene, and stanza). Students will also explain how illustrations contribute to the text. Students will refer explicitly to the text as a basis for their answers.</b>	Standard Reference
	<b>ELA3.4.1</b>	<b>Identify successive parts of literature and explain how they build on earlier sections by referring to a stanza, scene, or chapter.</b>	3.RL.5 WY-TOPP
	<b>ELA3.4.2</b>	<b>Explain how illustrations support the text.</b>	3.RL.7 WY-TOPP
	<b>ELA3.4.3</b>	<b>Students will reread and refer to evidence from the text to support their answers.</b> Example: Select a sentence that shows; select a sentence that supports; use text evidence to prove, etc.	3.RI.1, 3.RL.1 WY-TOPP
	<b>ELA3.4.4</b>	<b>Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.</b> Example: Context clues (What does " ____ " mean as used in this phrase?) Example: Shades of meaning (( <i>e.g., knew, believed, suspected, heard, and wondered</i> )).	3.RL.4, 3.L.5c WY-TOPP
	ELA3.4.5	Identify figurative language used in literature to determine the meaning of a phrase (including but not limited to, alliterations, similes, metaphors, and onomatopoeias; and identify homophones)	3.L.5a WY-TOPP
	ELA3.4.6	Engage in a range of collaborative discussions to determine clarity on topics and questions about literature.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
	<b>ELA3.4.7</b>	<b>Read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words (see appendix for Fry words).</b>	3.RF 3c, 3.RF 3d
	ELA3.4.7	Identify and compare and contrast theme, setting, and plot in literature.	3.RL.9 WY-TOPP

<b>ELA3.5</b>		<b>Students will identify plot, setting and recount literature in sequence, including but not limited to fables, folktales, and myths. Students will determine the central message, lesson, theme, or moral and will justify the central message of literature by using evidence from the text.</b>	Standard Reference
	<b>ELA3.5.1</b>	<b>Recount the sequential order of literature, including character development that students have read or was read to them orally, or in writing.</b>	3.RL.2, 3.RL.3 3.SL.2 WY-TOPP
	<b>ELA3.5.2</b>	<b>Identify the moral, central message, or lesson of literature.</b>	3.RL.2 WY-TOPP
	<b>ELA3.5.3</b>	<b>Justify the central message using key details from literature.</b>	3.RL.2 WY-TOPP
	<b>ELA3.5.4</b>	<b>Students will reread and refer to evidence from the text to support their answers.</b> Example: Select a sentence that shows; select a sentence that supports; use text evidence to prove, etc	3.RI.1, 3.RL.1 WY-TOPP
	<b>ELA3.5.5</b>	<b>Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language.</b> Example: Context clues (What does " ____ " mean as used in this phrase?) Example: Shades of meaning (( <i>e.g., knew, believed, suspected, heard, and wondered</i> )).	3.RL.4, 3.L.5c WY-TOPP
	<b>ELA3.5.6</b>	Identify and compare and contrast theme, setting, and plot in literature.	3.RL.9 WY-TOPP

<b>ELA3.6</b>	<b>Students will plan and create an informative/explanatory writing piece on a specific topic and will be able to verbally report on the topic.</b>	Standard Reference
<b>ELA3.6.1</b>	<b>Develop a topic through brainstorming either in collaboration with peers or independently.</b>	3.W.5, 3.SL.1a 3.SL.1b, 3.SL.1c 3.SL.1d
<b>ELA3.6.2</b>	<b>Develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.</b>	3.W.1c, 3.W.2a  3.W.2b, 3.W.2c  3.W.2d, 3.W.3c

		3.W.5, WY-TOPP
<b>ELA3.6.3</b>	<b>Produce simple, compound, and complex sentences to create writing pieces. Produce sentences, paragraphs, and multi-paragraph writing pieces using word choice.</b>	3.L.3a, 3.W.5 3.L.1b  3.L.1c, 3.L.1d  3.L.1e, 3.L.1f  3.L.1g, 3.L.1h  3.L.1i, 3.W.5 WY-TOPP
<b>ELA3.6.4</b>	<b>Use correct spelling and conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.</b>	3.L.2a, 3.L.2b 3.L.2c, 3.L.2d 3.W.5 WY-TOPP
<b>ELA3.6.5</b>	<b>Revise and edit writing pieces to ensure the writing process is complete (with guidance and support).</b>	3.W.5
<b>ELA3.6.6</b>	<b>Create a published piece of writing.</b>	3.W.6
<b>ELA3.6.7</b>	Engage in a range of collaborative discussions to determine clarity on writing topics.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d

#### Quarter 3 Benchmarks:

<b>ELA3.7</b>	<b>Students will determine the main idea of a text and recount the details to explain how they support the main idea. Students will compare key details in two related texts. Students will refer explicitly to the text as a basis for their answers. Students will read fluently, using academic and domain specific vocabulary to make meaning of the text.</b>	Standard Reference
<b>ELA3.7.1</b>	<b>Determine the main idea of a text and recount the details to explain how they support the main idea.</b>	3.RI.2, 3.SL.2 WY-TOPP
<b>ELA3.7.2</b>	<b>Reread and refer to evidence from the text to support their answers.</b> Example: Select a sentence that shows; select a sentence that supports; use text evidence to prove, etc	3.RI.1, 3.RL.1 WY-TOPP

	<b>ELA3.7.3</b>	<b>Determine the meaning of words and phrases as they are used in a text.</b> Example: Context clues (What does " ____ " mean as used in this phrase?)	3.RL.4, 3.L.5c WY-TOPP
	<b>ELA3.7.4</b>	<b>Read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words (see appendix for Fry words).</b>	3.RF 3c, 3.RF 3d
	<b>ELA3.7.5</b>	Compare and contrast the most important key points and details presented in two texts on the same topic.	3.RI.9 WY-TOPP

<b>ELA3.8</b>		<b>Students will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to sequencing, cause and effect, and compare and contrast. Students will refer explicitly to the text as a basis for their answers.</b>	Standard Reference
	<b>ELA3.8.1</b>	<b>Identify the text structure of sequence by describing the relationship between steps in a procedure.</b> Example: Time language: What is the first thing you would do to complete this procedure?	3.RI.3 WY-TOPP
	<b>ELA3.8.2</b>	<b>Identify the text structure of cause and effect by describing the relationship between scientific concepts</b> Example: What was the result of ____?	3.RI.3 WY-TOPP
	<b>ELA3.8.3</b>	<b>Identify the text structure of compare and contrast by describing the relationship between different historical events.</b> Example: How are ____ and ____ related?	3.RI.3 WY-TOPP

<b>ELA3.9</b>		<b>Students will identify and use information gained from text features to demonstrate understanding of the text.</b>	Standard Reference
	<b>ELA3.9.1</b>	<b>Identify and explain text features and their role in understanding a text including diagrams, captions, illustrations, graphs, timelines, maps, table of contents, index, glossary, headings, subheadings, and search tools.</b>	3.RI.5, 3.RI.7 3.RI.10 WY-TOPP

	<b>ELA3.9.2</b>	<b>Use text features and search tools (e.g., key words, sidebars, hyper links) to locate information relevant to a topic</b>	RI.5
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<b>ELA3.10</b>	<b>Students will conduct short research that builds knowledge about a topic. Students will include text features and illustrations, use note-taking skills as well as cite resources that support their writing.</b>		Standard Reference
	<b>ELA3.10.1</b>	<b>Use note-taking skills to gather information on a specific topic.</b>	3.RI.5, 3.RI.9 3.W.8 WY-TOPP
	<b>ELA3.10.2</b>	<b>Develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.</b>	3.W.1c, 3.W.2a 3.W.2b, 3.W.2c 3.W.2d, 3.W.3c 3.W.5 WY-TOPP
	<b>ELA3.10.3</b>	<b>Research and cite sources used to gather information through online sources, text features, illustrations books, and other research materials.</b>	3.W.7, 3.W.8 3.W.10
	<b>ELA3.10.4</b>	<b>Produce simple, compound, and complex sentences to create writing pieces. Produce sentences, paragraphs, and multi-paragraph writing pieces using word choice.</b>	3.L.3a, 3.W.5 3.L.1b 3.L.1c, 3.L.1d 3.L.1e, 3.L.1f 3.L.1g, 3.L.1h 3.L.1i, 3.W.5 WY-TOPP
	<b>ELA3.10.5</b>	<b>Use correct spelling conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.</b>	3.L.2a, 3.L.2b 3.L.2c, 3.L.2d 3.W.5 WY-TOPP
	<b>ELA3.10.6</b>	<b>Revise and edit writing pieces to ensure the writing process is complete (with guidance and support).</b>	3.W.5
	<b>ELA3.10.7</b>	<b>Create a product to demonstrate knowledge gained through research.</b>	3.W.7
	<b>ELA3.10.8</b>	<b>Create text features and illustrations.</b>	3.W.2a WY-TOPP

ELA3.10.9	Report on a topic or text, speaking clearly, using complete sentences and at an understandable pace ( <i>e.g., book reports, presentations, stories, and personal experiences</i> ).	3.SL.1d, 3.SL.3 3.SL.4, 3.SL.6
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#### Quarter 4 Benchmarks:

ELA3.11		Students will plan and create a real or imagined narrative piece of writing using the components of the writing process.	Standard Reference
	ELA3.11.1	Develop a topic through brainstorming either in collaboration with peers or independently.	3.W.5, 3.SL.1a 3.SL.1b, 3.SL.1c 3.SL.1d
	ELA3.11.2	Plan and create a real or imagined narrative piece with dialogue and word choice using the components of the writings process, including but not limited to a planning tool ( <i>e.g., I-planner</i> ), introduction (character, setting, problem/event), use of correct sequencing using transition words and phrases, and use of solution or reflection as a closing.	3.W.3a, 3.W.3b 3.W.3c, 3.W.3d 3.W.4, 3.W.5
	ELA3.11.3	Develop an organized plan using transitions to ensure correct groupings of big ideas and supporting details.	3.W.1c, 3.W.2a 3.W.2b, 3.W.2c 3.W.2d, 3.W.3c 3.W.5, WY-TOPP
	ELA3.11.4	Produce simple, compound, and complex sentences to create writing pieces. Produce sentences, paragraphs, and multi-paragraph writing pieces using word choice.	3.L.3a, 3.W.5 3.L.1b 3.L.1c, 3.L.1d 3.L.1e, 3.L.1f 3.L.1g, 3.L.1h 3.L.1i, 3.W.5 WY-TOPP
	ELA3.11.5	Use correct spelling conventions including but not limited to, capitalization, punctuation, commas, quotation marks in dialogue, possession, tenses, and plural/singular.	3.L.2a, 3.L.2b 3.L.2c, 3.L.2d 3.W.5 WY-TOPP
	ELA3.11.6	Use spelling including but not limited to, spelling high-frequency words (see appendix for Fry list), adding suffixes to root words, and spelling patterns. Use a dictionary to correct spelling.	3.L.2e, 3.L.2f 3.L.2g, 3.W.5 WY-TOPP
	ELA3.11.7	Revise and edit writing pieces to ensure the writing process is complete (with guidance and support).	3.W.5
	ELA3.11.8	Create a published piece of writing.	3.W.6

	ELA3.11.9	Engage in a range of collaborative discussions to determine clarity on writing topics.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
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ELA3.12		<b>Students will read fluently, using academic and domain specific vocabulary to make meaning of the text.</b>	Standard Reference
	ELA3.12.1	Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral language. Example: Context clues (What does " ____ " mean as used in this phrase?) Example: Shades of meaning (( <i>e.g., knew, believed, suspected, heard, and wondered</i> )).	3.RL.4, 3.L.5c WY-TOPP
	ELA3.12.2	Restate the question, both verbally and in writing, when answering a question.	3.RI.1, 3.RL.1 WY-TOPP
	ELA3.12.3	Engage in a range of collaborative discussions about a variety of texts to determine clarity on topics and questions of text.	3.SL.1a, 3.SL.1b 3.SL.1c, 3.SL.1d
	ELA3.12.4	Read aloud high-frequency words, irregularly spelled words, and decode multisyllabic words (see appendix for Fry words).	3.RF 3c, 3.RF 3d



## 4<sup>th</sup> Grade Language Arts

Annual Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELA 4.1	Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.	All year	X	X	X	X
ELA 4.2	Students will read, interpret, discuss, and summarize informational text, both verbally and in writing.	Sept	C A			
ELA 4.3	Students will plan, create, and revise multi-paragraph opinion piece, using complete sentences and correct grammar to convey ideas and information clearly.	Sept	X			
ELA 4.4	Students will read, interpret, discuss, and summarize literature, both verbally and in writing.	Sept		C A		
ELA 4.5	Students will plan, create, and revise, multi-paragraph informative/explanatory pieces, using complete sentences and correct grammar to convey ideas and information clearly.	Oct		X		
ELA 4.6	Students will plan, create, and revise multi-paragraph research pieces using complete sentences and grammar to convey ideas and information clearly. Students will present their research pieces, both verbally and in writing.	Mar			X	
ELA 4.7	Students will compare and contrast point of view and restate accounts on the same event or topic in a variety of texts.	Dec			C A	
ELA 4.8	Students will interpret the text by inferring the theme and author's purpose using evidence found in literature.	Feb				C A
ELA 4.9	Students will explain the differences in structure of poems, dramas, and prose. Students will determine the meaning of literal and figurative language and phrases.	Feb				C A
ELA 4.10	Students will plan, create, and revise multi-paragraph real and imagined narrative pieces using complete sentences and grammar to convey ideas and information clearly.	April				X

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will comprehend and summarize texts both verbally and in writing from various content areas, and provide reliable evidence from the text. Students will create multi paragraph informative/explanatory, opinion, research, and narrative pieces.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

<b>ELA4.1</b>	<b>Students will read grade level text with accuracy and fluency while applying decoding skills to comprehend text.</b> <i>Note: this benchmark is intended to be taught and assessed all year long.</i>	Standard Reference
ELA4.1.1	Know and apply grade-level phonics.	4.RF.3
<b>ELA4.1.2</b>	<b>Use syllable types, affixes and roots to decode words.</b>	4.RF.3a
<b>ELA4.1.3</b>	<b>Read aloud fourth grade texts fluently (using appropriate rate, expression, self-correction) and accurately to support comprehension.</b>	4.RF.4b 4.RF.4c

<b>ELA4.2</b>	<b>Students will read, interpret, discuss, and summarize informational text, both verbally and in writing.</b>	Standard Reference
<b>ELA4.2.1</b>	<b>Determine the main idea of a text and explain how it is supported by key details (written or verbal). Write a summary of the text using the main idea and key details.</b>	4.RI.2 4SL.1a, 4SL.1b 4SL.1c, 4SL.1d 4SL.2, 4SL.3 4SL.4 WY-TOPP
ELA4.2.2	Interpret information presented visually, verbally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web	4.RI.7 WY-TOPP

		<i>pages</i> ) and explain how the information contributes to an understanding of the text in which it appears.	
<b>ELA4.2.3</b>		<b>Interpret key details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>	4.RI.1 WY-TOPP
<b>ELA4.2.4</b>		<b>Describe the overall structure (<i>e.g., chronology, comparison, cause/effect, problem/solution</i>) of events, ideas, concepts, or information in a text or part of a text.</b>	4.RI.5 WY-TOPP
<b>ELA4.2.5</b>		<b>Comprehend informational texts (including history/social studies, science, and technical) and explain how the author supports particular points in a text.</b>	4.RI.8 4.RI.10
ELA4.2.6		Acquire and use academic and domain-specific vocabulary and phrases, including those that signal precise actions, emotions, or states of being in a text.	4.L.6 4.RI.4
ELA4.2.7		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.W.9.b, 4.W.10

<b>ELA4.3</b>		<b>Students will plan, create, and revise multi-paragraph opinion pieces, using complete sentences and correct grammar to convey ideas and information clearly.</b>	Standard Reference
<b>ELA4.3.1</b>		<b>Write opinion pieces on topics or texts, creating clear and coherent multi-paragraph essays (introduce a topic clearly, group related information in paragraphs and sections, use linking words, develop the topic, supporting a point of view with reasons and supporting details, provide a concluding statement).</b>	4.W.1, 4.W.4 4.W.1a, 4.W.1b 4.W.1c, 4.W.1d
<b>ELA4.3.2</b>		<b>Create and develop opinion pieces using complete sentences including capitalization, punctuation and spelling. Strengthen writing pieces as needed by planning, revising, and editing (with guidance and support).</b>	4.L.1f, 4.L.2a 4.L.2b, 4.L.2d 4.L.3a, 4.L.3b 4.L.3c 4.W.5

**Quarter 2 Benchmarks:**

<b>ELA4.4</b>		<b>Students will read, interpret, discuss, and summarize literature, both verbally and in writing.</b>	Standard Reference
	<b>ELA4.4.1</b>	<b>Describe in-depth by restating or paraphrasing during discussion, a character, setting, or event in literature, drawing on specific key details in the text (e.g., a character's thoughts, vocabulary, or actions).</b>	4.RL.3 4SL.1a, 4SL.1b 4SL.1c, 4SL.1d 4.SL.2, 4.SL.3 4.SL.4 WY-TOPP
	<b>ELA4.4.2</b>	<b>Comprehend literature, including stories, dramas, and poetry and summarize using key details.</b>	4.RL.10 4.RL.2, 4.W.3a
	ELA4.4.3	Acquire and use academic and domain-specific vocabulary and phrases, using context clues, including those that signal precise actions, emotions, or states of being.	4.L.6, 4.L.4a WY-TOPP
	ELA4.4.4	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	4.W.10

<b>ELA4.5</b>		<b>Students will plan, create, and revise multi-paragraph informative/explanatory pieces, using complete sentences and correct grammar to convey ideas and information clearly.</b>	Standard Reference
	<b>ELA4.5.1</b>	<b>Write informative/explanatory texts to examine a topic while conveying ideas and information clearly (e.g., <i>Introduce a topic/heading clearly, develop the topic, group related information in paragraphs and sections, using linking words and domain specific vocabulary, and provide a concluding statement</i>).</b>	4.W.2a, 4.W.2b 4.W.2c, 4.W.2d 4.W.2e
	<b>ELA4.5.2</b>	<b>Create clear and coherent paragraph and multi-paragraph writing pieces using complete sentences and conventions. Develop and strengthen writing pieces by planning, revising, and editing (with guidance and support).</b>	4.W.4, 4.W.5

**Quarter 3 Benchmarks:**

<b>ELA4.6</b>		<b>Students will plan, create, and revise multi-paragraph research pieces using complete sentences and grammar to convey ideas and information clearly. Students will present their research piece, both verbally and in writing.</b>	Standard Reference
	<b>ELA4.6.1</b>	<b>Conduct short research projects. Create clear and coherent multi-paragraph research pieces (introduce a topic, group related information in paragraphs and sections using linking words, develop the topic, recall relevant information from print and digital sources, integrate information from two texts on the same topic, take notes, provide a list of sources, explain events, procedures, ideas, or concepts and provide a concluding statement).</b>	4.W.2a, 4.W.2b 4.W.2e 4.W.4, 4.W.7 4.W.8 4.RI.3, 4.RI.9 WY-TOPP
	<b>ELA4.6.2</b>	<b>Create research pieces using complete sentences including, correct capitalization, punctuation and spelling. Develop and strengthen research pieces as needed by planning, revising, and editing (with guidance and support).</b>	4.L.1f, 4.L.2a 4.L.2b, 4.L.2d 4.L.3a, 4.L.3b 4.L.3c 4.W.5
	<b>ELA4.6.3</b>	Use technology, including the Internet, to create and publish research pieces as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (with guidance and support).	4.W.6
	<b>ELA4.6.4</b>	Report on a topic in an organized manner using appropriate facts and relevant descriptive key details to support main ideas, speak clearly at an understandable pace, incorporating audio recordings or visual displays.	4.SL.4, 4.SL.5 4.SL.6

<b>ELA4.7</b>		<b>Students will compare and contrast points of view and restate accounts on the same event or topic in a variety of texts.</b>	Standard Reference
	<b>ELA4.7.1</b>	<b>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</b>	4.RL.6 WY-TOPP
	<b>ELA4.7.2</b>	<b>Compare and contrast a firsthand and secondhand account of the same event or topic;</b>	4.RI.6 WY-TOPP

		<b>describe the differences in focus and the information provided.</b>	
	ELA4.7.3	Restate or paraphrase during discussions ( <i>e.g., whole group or partner</i> ) of a text.	4SL.1a, 4SL.1b 4SL.1c, 4SL.1d 4.SL.2, 4.SL.3 4.SL.4

#### Quarter 4 Benchmarks:

<b>ELA4.8</b>		<b>Students will interpret the text by inferring the theme and author's purpose using evidence found in literature.</b>	Standard Reference
	<b>ELA4.8.1</b>	<b>Determine the theme and describe in-depth a character in prose and drama, drawing on specific key details in the text (<i>e.g., a character's thoughts, vocabulary, or actions</i>).</b>	4.RL.2, 4.RL.3 WY-TOPP
	ELA4.8.2	Refer to key details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.RL.1 WY-TOPP
	ELA4.8.3	Draw, cite, and provide evidence from literary texts and compare and contrast similar themes and topics ( <i>e.g., opposition of good and evil</i> ).	4.RL.9, 4.W.9a WY-TOPP

<b>ELA4.9</b>		<b>Students will explain the differences in structure of poems, dramas, and prose. Students will determine the meaning of literal and figurative language and phrases.</b>	Standard Reference
	<b>ELA4.9.1</b>	<b>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (<i>e.g., verse, rhythm, meter</i>) and drama (<i>e.g., casts of characters, settings, descriptions, dialogue, stage directions</i>) when writing or speaking about a text.</b>	4.RL.5 WY-TOPP
	ELA4.9.2	Make connections between the text of a story or drama and a visual or verbal presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	4.RL.7 WY-TOPP
	ELA4.9.3	Identify and describe figurative language, word relationships, and nuances in word meanings.	4.L.5a, 4.L.5b 4.L.5c PAWS

	ELA4.9.4	Use common Greek and Latin affixes and roots as clues to the meaning of a word ( <i>e.g., telegraph, photograph, autograph</i> ).	4.L.4b
	ELA4.9.5	Determine the meaning of vocabulary and phrases as they are used in a text, including those that allude to significant characters found in mythology ( <i>e.g., Herculean</i> ).	4.RL.4 WY-TOPP

ELA4.10		<b>Students will plan, create, and revise multi-paragraph real and imagined narrative pieces using complete sentences and grammar to convey ideas and information clearly.</b>	Standard Reference
	ELA4.10.1	Plan and create narrative pieces to develop real or imagined experiences or events using technique, descriptive key details, and clear event sequences. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	4.W.3, 4.W.3b
	ELA4.10.2	Use a variety of transitional words and phrases to sequence events and use vocabulary, phrases, and sensory details to convey experiences and events precisely.	4.W.3c, 4.W.3d
	ELA4.10.3	Write a conclusion that follows the narrated experiences or events.	4.W.3e
	ELA4.10.4	Create narrative pieces using complete sentences and demonstrate conventions using capitalization, punctuation, spelling, commas, and quotation marks to mark direct speech and quotations from a text.	4.L.1f, 4.L.2a 4.L.2b, 4.L.2c 4.L.2d, 4.L.3a 4.L.3b, 4.L.3c
	ELA4.10.5	Develop and strengthen writing pieces as needed by planning, revising, and editing (with guidance and support).	4.W.5

## 5<sup>th</sup> Grade Language Arts

Annual Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELA 5.1	Students will examine evidence from a text to explain and draw inferences while collaborating in discussions and on their own.	Sept	C A			
ELA 5.2	Students will compare and contrast how the narrator, speaker, or author shape events and characters based on the point of view and particular points with supporting evidence.	Oct	C A			
ELA 5.3	Students will write real or imagined narratives using the writing process to show clear event sequences.	Oct	X			
ELA 5.4	Students will read grade level prose and poetry with accuracy and fluency while applying decoding skills to comprehend text. (Ongoing benchmark)	Nov & May		X		X
ELA 5.5	Students will determine a theme or main idea of a text and give either a written or oral summary.	Nov		C A		
ELA 5.6	Students will analyze structure, visual elements and locate information in prose, poetry, drama, and informational text.	Dec		C A		
ELA 5.7	Students will write informative/explanatory texts using the writing process to develop a topic using facts and details.	Dec		C A		
ELA 5.8	Students will recognize and explain the meaning of words and phrases as used in context of prose, poetry, and informational text.	Feb			C A	
ELA 5.9	Students will write opinion pieces on topics or texts, supporting a point of view, using the writing process to develop reasons using facts and details.	Feb & Mar			C A	
ELA 5.10	Students will explain relationships between people, events, ideas or concepts by drawing evidence from informational text that points to authors point of view.	Apr-May				C A
ELA 5.11	Students will conduct research using at least three sources to produce a written or oral report.	May				X



ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will use evidence to compare and contrast characters, settings, and events. Students will interpret literary and informational text while summarizing, researching, and presenting using multimedia and technology.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

ELA5.1		Students will draw inferences and determine themes in a variety of texts with supporting evidence.	Standard Reference
	ELA5.1.1	Collaborate in discussions by posing and responding to specific questions.	5.SL.1, 5.SL.1c
	ELA5.1.2	Follow group norms including being prepared.	5.SL.1a, 5.SL.1b
	ELA5.1.3	Review key ideas expressed in discussion and draw conclusions.	5.SL.1d
	<b>ELA5.1.4</b>	<b>Cite evidence (quote accurately) to explain what the text says explicitly.</b>	5.RI.1 5.RL.1 WYTOPP
	<b>ELA5.1.5</b>	<b>Cite evidence (quote accurately) to draw inferences from the text.</b>	5.RI.1 5.RL.1 WYTOPP
	<b>ELA5.1.6</b>	<b>Determine a theme of a story, drama, or poem including how characters or a speaker respond to challenges.</b>	5.RL.2 WY-TOPP

ELA5.2		Students will write real or imagined narratives using the writing process to show clear event sequences.	Standard Reference
	<b>ELA5.2.1</b>	<b>Produce writing that is appropriate to task, purpose, and audience.</b>	5.W.4

	ELA5.2.2	Develop and strengthen writing using the writing process (planning, drafting, editing, revising, and publishing).	5.W.5
	ELA5.2.3	Construct opening paragraphs to orient the reader to the situation and characters.	5.W.3a
	<b>ELA5.2.4</b>	<b>Use and apply the conventions of dialogue to show the responses of characters.</b>	5.W.3b
	ELA5.2.5	Show appropriate use of transitional words to manage the sequence of events.	5.W.3c
	ELA5.2.6	Choose precise language to convey events including sensory details.	5.W.3d
	ELA5.2.7	Provide a conclusion.	5.W.3e
	<b>ELA5.2.8</b>	<b>Demonstrate command of grade level spelling, commas in a series, commas to separate introductory elements, commas to set off words, and conventions including the function of conjunctions, prepositions, and interjections.</b>	5.L.2a, 5.L.2b 5.L.2c, 5.L.2e 5.L.3a, 5.L.3b
	ELA5.2.9	Use technology to publish writing.	5.W.6
	ELA5.2.10	Write routinely over extended time frames for a range of tasks, purposes, and audiences.	5.W.10

#### Quarter 2 Benchmarks:

<b>ELA5.3</b> (This also repeats in Q4)	<b>Students will read grade level prose and poetry with accuracy and fluency while applying decoding skills to comprehend text.</b> (Ongoing benchmark)	Standard Reference
ELA5.3.1	Apply grade level phonics and word analysis.	5.RF.3
ELA5.3.2	Use affixes and roots to decode.	5.RF.3a
ELA5.3.3	Use multi-syllable strategies to decode.	5.RF.3a
ELA5.3.4	Apply grade level accuracy to oral reading.	5.RF.4
ELA5.3.5	Show expression and use fluency during oral reading.	5.RF.4b
<b>ELA5.3.6</b>	<b>Read grade level text fluently and accurately to support comprehension.</b>	5.RF.4

<b>ELA5.4</b>		<b>Students will determine main ideas of a text and give either a written or oral summary.</b>	Standard Reference
	<b>ELA5.4.1</b>	<b>Determine two or more main ideas and explain how they are supported by key details.</b>	5.RI.2 WY-TOPP
	<b>ELA5.4.2</b>	<b>Summarize verbally or in writing from a text using key details.</b>	5.RL.2, 5.RI.2 5.SL.2, 5.SL.3 WY-TOPP
	ELA5.4.3	Punctuate titles of different genres.	5.L.2d

<b>ELA5.5</b>		<b>Students will compare and contrast the overall structure in a variety of texts.</b>	Standard Reference
	<b>ELA5.5.1</b>	<b>Explain the structure of prose, poetry, and drama.</b>	5.RL.5 WY-TOPP
	<b>ELA5.5.2</b>	<b>Compare and contrast the structure of two or more texts (chronology, comparison, cause/effect, problem/solution, description).</b>	5.RI.5 WY-TOPP
	ELA5.5.3	Analyze visual and multimedia elements and how they contribute to tone, beauty, and meaning.	5.RL.7
	ELA5.5.4	Draw information from multiple sources (print or digital) to locate information quickly and efficiently.	5.RI.7 WY-TOPP

<b>ELA5.6</b>		<b>Students will write informative/explanatory texts using the writing process to develop a topic using facts and details.</b>	Standard Reference
	ELA5.6.1	Produce writing that is appropriate to task, purpose, and audience.	5.W.4
	<b>ELA5.6.2</b>	<b>Develop and strengthen writing using the writing process (planning, drafting, editing, revising, and publishing).</b>	5.W.5
	<b>ELA5.6.3</b>	<b>Draw evidence from informational text.</b>	5.W.9b
	ELA5.6.4	Introduce a topic clearly.	5.W.2a
	<b>ELA5.6.5</b>	<b>Develop the topic with facts and details.</b>	5.W.2b
	ELA5.6.6	Use transition words to link ideas or move across categories.	5.W.2c
	ELA5.6.7	Use vocabulary appropriate to task.	5.W.2d
	ELA5.6.8	Provide a concluding sentence.	5.W.2e
	<b>ELA5.6.9</b>	<b>Demonstrate command of grade level spelling, conventions including proper punctuation of</b>	5.L.1e 5.L.2a 5.L.2b 5.L.2c

		<b>titles, the use of correlative conjunctions, and sentence fluency.</b>	5.L.2d 5.L.2e 5.L.3a 5.L.3b
	ELA5.6.10	Use technology to publish writing.	5.W.6
	ELA5.6.11	Write routinely over extended time frames for a range of tasks, purposes and audiences.	5.W.10

### Quarter 3 Benchmarks:

<b>ELA5.7</b>		<b>Students will recognize and explain the meaning of words and phrases in the context of a variety of texts.</b>	Standard Reference
	<b>ELA5.7.1</b>	<b>Determine the meaning of words and phrases in context.</b>	5.RL.4 WY-TOPP
	<b>ELA5.7.2</b>	<b>Determine the meaning of domain-specific words and phrases in context.</b>	5.RI.4 WY-TOPP
	<b>ELA5.7.3</b>	<b>Interpret figurative language (similes, metaphors, hyperbole, personification, alliteration, onomatopoeia) in context.</b>	5.RL.4, 5.L.5a WY-TOPP
	ELA5.7.4	Determine or clarify the meaning of multiple-meaning words.	5.L.4 WY-TOPP
	ELA5.7.5	Use relational context clues (cause/effect, compare/contrast).	5.L.4a WY-TOPP
	ELA5.7.6	Use Greek and Latin affixes and roots to determine the meaning of unfamiliar words	5.L.4b WY-TOPP
	ELA5.7.7	Recognize and explain the meaning of common idioms, adages, and proverbs.	5.L.5b WY-TOPP
	ELA5.7.8	Use the relationship of words to determine meaning (synonyms, antonyms, and homographs).	5.L.5c WY-TOPP
	ELA5.7.9	Acquire and use grade level and domain-specific vocabulary.	5.L.6 WY-TOPP

<b>ELA5.8</b>		<b>Students will compare and contrast events, characters, and speaker/narrator in literature with supporting evidence.</b>	Standard Reference
	<b>ELA5.8.1</b>	<b>Compare and contrast two or more characters, setting, or events in a story, drama, or poem using specific details.</b>	5.RL.3 WY-TOPP
	<b>ELA5.8.2</b>	<b>Describe how a narrator's or speaker's point of view influences how events are described.</b>	5.RL.6 WY-TOPP

	ELA5.8.3	Compare and contrast stories in the same genre on their approach to similar themes and topics.	5.RL.9 WY-TOPP
	ELA5.8.4	Read and comprehend literature (stories, drama and poetry) and informational texts (history/social studies, science, and technical texts) at the high end text complexity band of grades 4-5.	5.RL.10, 5.RI.10 5.RF.4a WY-TOPP

ELA5.9		<b>Students will write opinion pieces on topics or texts, supporting a point of view, using the writing process to develop reasons using facts and details.</b>	Standard Reference
	ELA5.9.1	Produce writing that is appropriate to task, purpose, and audience.	5.W.4
	ELA5.9.2	<b>Develop and strengthen writing using the writing process (planning, drafting, editing, revising, and publishing).</b>	5.W.5
	ELA5.9.3	<b>Draw evidence from informational text and apply grade level reading standards.</b>	5.W.9b
	ELA5.9.4	Introduce a topic clearly.	5.W.1a
	ELA5.9.5	Develop the topic with logically ordered reasons supported by facts and details.	5.W.1b
	ELA5.9.6	Use transition words to link ideas or move across categories.	5.W.1c
	ELA5.9.7	Provide a concluding sentence.	5.W.1d
	ELA5.9.8	<b>Demonstrate command of grade level spelling and conventions including shifts in verb tense and the use of the perfect tense.</b>	5.L.1a, 5.L.1b 5.L.1c, 5.L.1d 5.L.1e, 5.L.2e
	ELA5.9.9	Use technology to publish writing.	5.W.6
	ELA5.9.10	Write routinely over extended time frames for a range of tasks, purposes and audiences.	5.W.10

#### Quarter 4 Benchmarks:

ELA5.3 (repeated from Q2 – assess again)		<b>Students will read grade level prose and poetry with accuracy and fluency while applying decoding skills to comprehend text.</b> (Ongoing benchmark)	Standard Reference
	ELA5.3.1	Apply grade level phonics and word analysis.	5.RF.3
	ELA5.3.2	Use affixes and roots to decode.	5.RF.3a

	ELA5.3.3	Use multi-syllable strategies to decode.	5.RF.3a
	ELA5.3.4	Apply grade level accuracy to oral reading.	5.RF.4
	ELA5.3.5	Demonstrate appropriate rate.	5.RF.4b
	ELA5.3.6	Show expression and use fluency during oral reading.	5.RF.4b
	<b>ELA5.3.7</b>	<b>Read grade level texts fluently and accurately to support comprehension.</b>	5.RF.4

<b>ELA5.10</b>	<b>Students will explain relationships or interactions between people, events, ideas or concepts by drawing evidence from informational text that points to the author's point of view.</b>		Standard Reference
	<b>ELA5.10.1</b>	<b>Explain relationships between people, events, ideas or concepts (historical, scientific, or technical texts).</b>	5.RI.3 WYTOPP
	<b>ELA5.10.2</b>	<b>Analyze multiple accounts of the same event noting the similarities and differences in the point of view.</b>	5.RI.6 WYTOPP
	<b>ELA5.10.3</b>	<b>Explain how the author supports points with evidence.</b>	5.RI.8 WYTOPP
	ELA5.10.4	Draw evidence from informational text and apply grade level reading standards.	5.W.9a, 5.W.9b

<b>ELA5.11</b>	<b>Students will conduct research using at least three sources to produce a written or oral report.</b>		Standard Reference
	<b>ELA5.11.1</b>	<b>Conduct short research projects, and draw evidence from at least three sources and include a list of sources.</b>	5.W.7, 5.L.4c 5.W.8, 5.W.9b WY-TOPP
	<b>ELA5.11.2</b>	<b>Summarize or paraphrase information from three or more sources.</b>	5.W.8, 5.RI.9 WY-TOPP
	<b>ELA5.11.3</b>	<b>Develop and strengthen writing using the writing process (planning, drafting, editing, revising, and publishing) to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>	5.W.4, 5.W.5
	<b>ELA5.11.4</b>	<b>Write a report or speech adapted from research using facts, details, and support.</b>	5.SL.6, 5.SL.4 5.RI.9 WY-TOPP
	ELA5.11.5	Use transition words to link ideas or move across categories.	5.W.2c
	ELA5.11.6	Provide a concluding sentence.	5.W.2e

	<b>ELA5.11.7</b>	<b>Demonstrate command of grade level spelling, conventions, sentence fluency, and vocabulary.</b>	5.L.2a, 5.L.2b 5.L.2c, 5.L.2e 5.L.3a, 5.L.3b 5.W.2d
	ELA5.11.8	Use multi-media (graphics, sound, and visual displays) to enhance the development of main idea or theme.	5.SL.5
	ELA5.11.9	Write routinely over extended time frames for a range of tasks, purposes, and audiences.	5.W.10
	ELA5.11.10	Speak clearly on a topic.	5.SL.4

## 6<sup>th</sup> Grade Language Arts

Annual Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELA6.1	Students will cite evidence in a written response to support inferences about characters within a text and analyze how those experiences compare with a variety of similar works from multiple genres. Students will use informational text for support.	Aug - Sept	C A			
ELA6.2	Students will write multi-paragraph personal narratives that address a prompt, develop events and characters through dialogue, pacing, and descriptive details. They will sequence events, use a variety of transitions, and use precise words and sensory details. Students will also demonstrate command of pronoun use, sentence variety, and dialogue punctuation while working through all stages of the writing process.	Sept	X			
ELA6.3	Students will explain how the structure of a text, character, plot, setting, and conflict contributes to the development of ideas, how key vocabulary adds to meaning, and use details to determine main ideas.	Oct		X		
ELA6.4	Students will analyze various types of figurative language and compare with word choices in a written work and justify why an author selects particular words and phrases as well as how it affects the meaning and tone of the text. Students will be able to determine the theme of a text.	Nov		C A		
ELA6.5	Students will write an informative/explanatory essay that examines a specific topic. Students will convey ideas, concepts, and information through organization and analysis of relevant content. Students will look through multiple exemplars of explanatory writing in order to learn all elements of explanatory writing.	Oct - Dec		C A		
ELA6.6	Students will comprehend a given topic, collaborate effectively with their peers, and present information in multiple formats that show a deep understanding of topic.	Dec		X		



ELA6.7	Students will analyze the point of view of an informational text presented in multiple forms of media, determine the author's purpose and how it affects the point of view of the text.	Feb			C A	
ELA6.8	Students will introduce and make a claim by constructing an argument that uses credible sources and is supported by relevant evidence.	Jan – Mar			X	
ELA6.9	Students will examine the various aspects of a given topic by constructing an argument that is supported by textual evidence. Students will support their arguments through a discussion with their peers and a short written response.	April				C A
ELA6.10	Students will author a short research project by investigating, examining, critiquing, and supporting their findings in a well-organized essay. They will present their findings in multiple formats.	April – May				X

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze figurative language, word choice, author's point of view, and text structure in order to explain the impact on meaning, tone, and development of ideas, and support their analysis with textual evidence. Students will interpret information, apply research skills, and produce a claim to be justified in an argumentative essay.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Quarter 1 Benchmarks:

<b>ELA6.1</b>		<b>Students will cite evidence in a written response to support inferences about characters, theme, and point of view within a text and analyze how those experiences compare with a variety of similar works from multiple genres.</b>	Standard Reference
	<b>ELA6.1.1</b>	<b>Cite evidence to support inferences and analysis of text.</b>	6.RL.1, 6.RI.1 WY-TOPP
	ELA6.1.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL6.2 WY-TOPP
	ELA6.1.3	Determine the meaning of words and phrases as they are used in a text, including figurative (i.e. personification) and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	6.RL.4, 6.L.5a 6.L.5b, 6.L.5c WY-TOPP
	ELA6.1.4	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6.RL.5 WY-TOPP
	<b>ELA6.1.5</b>	<b>Explain how an author develops the point of view of the narrator or speaker in a text.</b>	6.RL.6 WY-TOPP
	ELA6.1.6	Collaborate effectively with peers.	6.SL.1

	<b>ELA6.1.7</b>	<b>Compare and contrast how reading a text is different from watching a movie or listening to a literary text.</b>	6.RL.7 WY-TOPP
	<b>ELA6.1.8</b>	<b>Compare and contrast how different genres communicate the same theme or idea.</b>	6.RL.9 WY-TOPP

<b>ELA6.2</b>	<b>Students will write multiparagraph personal narratives that address a prompt, develop events and characters through dialogue, sequencing, pacing, and descriptive details. They will use a variety of transitions, precise words, and sensory details. Students will work through all stages of the writing process.</b>		Standard Reference
	<b>ELA6.2.1</b>	<b>Write a personal narrative to develop real or imagined experiences while establishing a context and introducing a narrator and/or characters and organize event sequences that unfold naturally and logically.</b>	6.W.3, 6.W.3a 6.W.3b, 6.W.3c 6.W.3d, 6.W.3e
	ELA6.2.2	With some guidance and support from peers and adults, develop and strengthen writing as needed.	6.W.5
	ELA6.2.3	Write routinely for extended time frames.	6.W.10
	ELA6.2.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6.L.1 WY-TOPP
	ELA6.2.5	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6.L.2 WY-TOPP
	ELA6.2.6	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	6.L.3
	<b>ELA6.2.7</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</b>	6.L.6 PAWS

**Quarter 2 Benchmarks:**

<b>ELA6.3</b>		<b>Students will explain how the structure of a text, character, plot, setting, and conflict contributes to the development of ideas, how key vocabulary adds to meaning, and use details to determine main ideas.</b>	Standard Reference
	<b>ELA6.3.1</b>	<b>Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution.</b>	6.RL.3 WY-TOPP
	ELA6.3.2	Ensure that pronouns are in the proper case (subjective, objective, possessive) and recognize and correct inappropriate shifts in pronoun number and person.	6.L.1a, 6.L.1c WY-TOPP
	ELA6.3.3	Vary sentence patterns for meaning, reader/listener interest, and style.	6.L.3a
	<b>ELA6.3.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by choosing flexibly from a range of strategies including use of context clues.</b>	6.L.4, 6.L.4a
	ELA6.3.5	Collaborate with peers by following norms, coming prepared, posing questions, and reviewing key ideas to determine themes within a literary text.	6.SL.1a, 6.SL.1b 6.SL.1c
	ELA6.3.6	Analyze how a particular sentence, scene, or chapter contributes to the development of a literary text.	6.RL.5 WY-TOPP

<b>ELA6.4</b>		<b>Students will analyze various types of figurative language, word choices, and tone as well as determine the theme of a text.</b>	Standard Reference
	<b>ELA6.4.1</b>	<b>Explain how text structure can contribute to the development of theme.</b>	6.RL.2 WY-TOPP
	<b>ELA6.4.2</b>	<b>Describe how an author's word choice affects tone and meaning in a literary text.</b>	6.RL.4 WY-TOPP
	<b>ELA6.4.3</b>	<b>Determine the meaning of literal and figurative language in a literary text.</b>	6.RL.4, 6.L.5 WY-TOPP
	<b>ELA6.4.4</b>	<b>Analyze figurative language, word relationships, and nuances in word meanings.</b>	6.L.5 WY-TOPP

	<b>ELA6.4.5</b>	<b>Explain how particular sentence, chapter, scene, or stanza fits into the overall structure and contributes to the development of the theme.</b>	6.RL.5 WY-TOPP
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<b>ELA6.5</b>	<b>Students will write an informative/explanatory essay that examines a specific topic, conveys ideas, concepts, and information through organization and analysis of relevant content.</b>		Standard Reference
	<b>ELA6.5.1</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>	6.W.2, 6.W.2a, 6.W.2b, 6.W.2c, 6.W.2d, 6.W.2e, 6.W.2f
	<b>ELA6.5.2</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>	6.W.4
	ELA6.5.3	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.5
	<b>ELA6.5.4</b>	<b>Use several sources for research.</b>	6.W.7
	ELA6.5.5	Use technology to produce and publish writing.	6.W.6
	<b>ELA6.5.6</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	6.W.9, 6.W.9b
	ELA6.5.7	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.	6.W.10
	<b>ELA6.5.8</b>	<b>Interpret information presented in various forms.</b>	6.SL.2 WY-TOPP

### Quarter 3 Benchmarks:

<b>ELA6.6</b>	<b>Students will comprehend a given topic, collaborate effectively, and present information in multiple formats that show a deep understanding of topic.</b>		Standard Reference
	ELA6.6.1	Consult reference materials both print and digital, to find the pronunciation of a word, verify, determine, or clarify its precise meaning or its part of speech.	6.L.4c, 6.L.4d WY-TOPP
	<b>ELA6.6.2</b>	<b>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</b>	6.SL.1d

	<b>ELA6.6.3</b>	<b>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>	6.SL.3 WY-TOPP
	<b>ELA6.6.4</b>	<b>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</b>	6.SL.4
	<b>ELA6.6.5</b>	<b>Include multimedia components and visual displays in presentations to clarify information.</b>	6.SL.5
	<b>ELA6.6.6</b>	<b>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b>	6.SL.6

<b>ELA6.7</b>		<b>Students will analyze the point of view of an informational text presented in multiple forms of media, and determine the author's purpose and how it affects the point of view of the text.</b>	Standard Reference
	ELA6.7.1	Determine central idea of a text as well as write a summary of a text.	6.RI.2 WY-TOPP
	ELA6.7.2	Analyze how a key idea is introduced, illustrated, and elaborated within a text.	6.RI.3 WY-TOPP
	ELA6.7.3	Use a variety of strategies to determine word meaning in informational texts.	6.RI.4 WY-TOPP
	<b>ELA6.7.4</b>	<b>Analyze how key ideas are developed throughout a text.</b>	6.RI.5 WY-TOPP
	<b>ELA6.7.5</b>	<b>Determine author's point of view in informational text and how it is conveyed through details.</b>	6.RI.6 WY-TOPP
	<b>ELA6.7.6</b>	<b>Use and interpret a variety of media to develop and deepen understanding of a topic.</b>	6.RI.7 WY-TOPP
	<b>ELA6.7.7</b>	<b>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</b>	6.RI.8 WY-TOPP
	<b>ELA6.7.8</b>	<b>Compare and contrast one author's presentation of events with that of another.</b>	6.RI.9 WY-TOPP

	ELA6.7.9	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently.	6.RI.10
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ELA6.8		<b>Students will introduce and make a claim by constructing an argument that uses credible sources and is supported by relevant evidence.</b>	Standard Reference
	ELA6.8.1	<b>Introduce claims and organize reasons and evidence clearly.</b>	6.W.1a
	ELA6.8.2	<b>Support claims with clear reasons and relevant evidence using sources and assess the credibility of each source.</b>	6.W.1b, 6.W.8
	ELA6.8.3	<b>Use words, phrases, and clauses to clarify the relationships among claims and reasons.</b>	6.W.1c
	ELA6.8.4	Establish and maintain a formal style.	6.W.1d
	ELA6.8.5	<b>Provide a conclusion that follows the argument presented.</b>	6.W.1e
	ELA6.8.6	<b>Gather information from multiple (3-5) sources.</b>	6.W.8
	ELA6.8.7	Produce clear and coherent writing.	6.W.4
	ELA6.8.8	Strengthen writing through planning, revising, editing, rewriting, or trying a new approach with support from peers and adults.	6.W.5
	ELA6.8.9	Write routinely over extended and shorter time frames.	6.W.10

#### Quarter 4 Benchmarks:

ELA6.9		<b>Students will examine the various aspects of a given topic by constructing an argument that is supported by textual evidence. Students will support their arguments through a discussion with their peers and a short written response.</b>	Standard Reference
	ELA6.9.1	<b>Write an argument to support claims with clear reasons and evidence.</b>	6.W.1
	ELA6.9.2	<b>Produce clear and coherent writing that is appropriate to task</b> (with support from peers and adults).	6.W.4, 6.W.5
	ELA6.9.3	<b>Accurately use grade appropriate academic vocabulary to express ideas.</b>	6.L.6 PAWS

	<b>ELA6.9.4</b>	<b>Pose questions to help clarify, elaborate, and respond to a topic being discussed.</b>	6.SL.1c
	<b>ELA6.9.5</b>	<b>Paraphrase the topic being discussed and distinguish between claims that are supported by evidence and those that are not.</b>	6.SL.1d, 6.SL.3 6.RI.8 PAWS

<b>ELA6.10</b>	<b>Students will author a short research project by investigating, examining, critiquing, and supporting their findings in a well-organized essay. They will present their findings in multiple formats.</b>		Standard Reference
	<b>ELA6.10.1</b>	<b>Use the writing process to develop and strengthen writing</b> (i.e. brainstorming, revising, editing, etc.)	6.W.5
	ELA6.10.2	Use technology to produce and publish writing as well as to interact and collaborate with others. Show command of keyboarding skills.	6.W.6
	<b>ELA6.10.3</b>	<b>Use multiple (5-7) sources to gather information without plagiarizing. Provide basic bibliographic information using MLA format.</b>	6.W.8, 6.W.9
	<b>ELA6.10.4</b>	<b>Present findings and use appropriate eye contact, adequate volume, and clear pronunciation.</b>	6.SL.4
	<b>ELA6.10.5</b>	<b>Include multimedia components and visual displays in presentations.</b>	6.SL.5
	ELA6.10.6	Adapt speech to a variety of contexts and tasks while demonstrating command of formal English when appropriate.	6.SL.6



## 7<sup>th</sup> Grade Language Arts

Annual Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
ELA 7.1	Students will author a real (personal) narrative by demonstrating their knowledge of all stages of the writing process: prewriting, drafting, revising, editing and publishing.	Aug	X			
ELA7.2	Students will analyze a theme or central idea of a literary and informational text and its development, citing textual evidence for support.	Sept	C A			
ELA7.3	Students will analyze how particular elements of a literary text interact	Oct	C A			
ELA7.4	Students will identify informational text features and utilize them to find information, while analyzing the structure the author uses to organize a text, including how the major sections contribute to the whole and the development of ideas.	Nov		C A		
ELA 7.5	Students will think critically, assess the validity of their thinking, and anticipate opposing point of view in the planning and writing of an argumentative essay.	Dec		C A		
ELA7.6	Students will analyze how an author uses characterization to develop and contrast the point of view of different characters or narrators in literary texts.	Jan - Feb			C A	
ELA7. 7	Students will infer the author's message by using text clues and background knowledge, supporting it with evidence from the text.	Feb - Mar			C A	
ELA7. 8	Students will analyze how poetic devices and structure contributes to the meaning. Students will interpret and recite poems.	Apr - May				X

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze interactions between individuals, events, and ideas in informational or literary texts, and identify universal themes as they relate to the human condition. Students will apply academic and domain-specific (content area) vocabulary to formulate a deeper understanding of text. Students will make informed inferences by synthesizing and critiquing information thus creating multimodal presentations.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

**Benchmarks:**

ELA7.1	Students will construct a real (personal) narrative.	Standard Reference
<b>ELA7.1.1</b>	<b>Sketch and generate ideas related to the topics through collaborative discussions.</b>	7.W.4, 7.SL.1
<b>ELA7.1.2</b>	<b>Organize and categorize information.</b>	7.W.4, 7.W.5
<b>ELA7.1.3</b>	<b>Write a personal narrative draft that uses relevant descriptive details.</b>	7.W.3
<b>ELA7.1.4</b>	<b>Revise drafts according to a rubric.</b>	7.W.2, 7.W.3 7.W.5
<b>ELA7.1.5</b>	<b>Revise following the rules of conventions.</b>	7.W.5
ELA7.1.6	Review and employ the rules of conventions focusing on language usage ( <i>e.g., compound-complex sentences, phrases, clauses, misplaced and dangling modifiers, comma usage, coordinate adjectives, sentence structure, and commonly misspelled words, etc.</i> ).	7.L.1, 7.L.2 7.L.6, 7.W.4 WY-TOPP
ELA7.1.7	Present their published narrative, representing the final stage of the writing process.	7.W.6, 7.SL.4
ELA7.1.8	Use grade-appropriate Greek affixes and roots as clues to the meaning of a word.	7.L.4, 7.L.6 WY-TOPP

ELA7.2		Students will analyze how particular elements of a literary text interact.	Standard Reference
	ELA7.2.1	Identify the pattern of the narrative text structure by organizing details from a fictional text into exposition, rising action, climax, falling action, and resolution.	7.RL.3 WY-TOPP
	ELA7.2.2	Analyze the setting of a fictional text and determine how it affects plot and character.	7.RL.3 WY-TOPP
	ELA7.2.3	Apply a close, analytic reading of the text to evaluate characters' motivations, perspectives, and roles (i.e. static/dynamic characterization).	7.RL.6 WY-TOPP
	ELA7.2.4	Analyze how particular elements of a story or drama interact ( <i>e.g., how setting shapes the characters or plot</i> ).	7.RL.3 WY-TOPP
	ELA7.2.5	Identify examples of figurative language (personification) by identifying human characteristics and contrasting them with factual information related to major and/or minor characters.	7.RL.4 WY-TOPP
	ELA7.2.6	Compare and contrast factual information to time, place, and characters in a fictional text.	7.RL.9 WY-TOPP
	ELA7.2.7	Evaluate the different interpretations of a fictional text using evidence to explore why an image or idea changes over time.	7.RL.1, 7.RL.9 WY-TOPP
	ELA7.2.8	Identify a drama text structure and the characteristics of that structure ( <i>e.g., stage directions, lighting, fade in, etc.</i> ) and its genre-specific features.	7.RL.5 WY-TOPP

ELA7.3		Students will analyze a theme of a literary text, citing textual evidence for support.	Standard Reference
	ELA7.3.1	Identify the single subject/topic of a literary text by analyzing the message the writer conveys through such features as title, repetition of words, mood, and connotative meaning of words.	7.RL.1, 7.RL.2 7.RL.4 WY-TOPP
	ELA7.3.2	Apply reading strategies ( <i>e.g., graphic organizers, reading responses, text annotations, etc.</i> ) to infer, interpret, and analyze the theme or central idea of a text.	7.RL.2, 7.RL.10, 7.RI.2 WY-TOPP
	ELA7.3.3	<b>Interpret the theme of a text and formulate a theme statement, citing three examples of textual support.</b>	7.RL.1, 7.RL.2 7.RL.4, 7.RI.2 WY-TOPP

	<b>ELA7.3.4</b>	<b>Explain how the narrator’s point of view can change the theme of a story.</b>	7.RL.6 WY-TOPP
	ELA7.3.5	Identify the universal theme from a literary text and state examples of this theme in other mediums ( <i>e.g., audio, film, television, magazine, etc.</i> ). Cite examples of textual evidence to support the universal theme.	7.RL.1 WY-TOPP

<b>ELA7.4</b>		<b>Students will identify informational text features and structures, showing how they contribute to the central idea.</b>	Standard Reference
	ELA7.4.1	Identify text features (Title, Heading, Subheading, Illustrations, Every first sentence, Visuals/Vocabulary, Introduction, Summary, etc.) in an informational text.	7.RI.5, 7.L.6 WY-TOPP
	<b>ELA7.4.2</b>	<b>Identify and organize text features to preview, navigate and find supporting details related to central ideas.</b>	7.RI.2, 7.SL.2 WY-TOPP
	ELA7.4.3	Write a short constructed response that answers an essential question, citing evidence that most strongly supports an analysis of what the text says explicitly and implicitly, explaining the text with clear reasoning.	7.RI.1, 7.RL.1 7.W.1, 7.W.2 7.W.4, 7.W.5 7.W.8, 7.W.9 7.L.1, 7.L.2 7.L.3 WY-TOPP
	<b>ELA7.4.4</b>	<b>Identify the structure of informational text (i.e. problem/solution, chronological/sequence, cause/effect, compare/contrast) and the characteristics (<i>e.g., signal words, transitional words and phrases</i>) of that structure.</b>	7.RI.5 WY-TOPP
	ELA7.4.5	Draw conclusions about the organization of a text by identifying and analyzing its structure and showing the relationship of various parts of the text (individuals, events, or ideas) and how they contribute to the whole.	7.RI.5 WY-TOPP
	ELA7.4.6	By the end of the year, read and comprehend literary nonfiction text.	7.RI.10

<b>ELA7.5</b>		<b>Students will write an argumentative essay anticipating opposing points of view.</b>	Standard Reference
	<b>ELA7.5.1</b>	<b>Write an introduction to an argumentative essay including a claim statement.</b>	7.W.1 7.RI.8 WYTOPP
	<b>ELA7.5.2</b>	<b>Generate supporting details related to a claim statement and anticipate opposing points of view.</b>	7.W.1, 7.SL.1 7.SL.3
	ELA7.5.3	Research relevant evidence, reasons, and details to support the claim statement.	7.W.1, 7.W.7 7.W.8
	ELA7.5.4	Revise the rough draft by identifying characteristics of the organizational structure and apply the process of peer feedback, critiquing each other's work according to a rubric ( <i>e.g., interactive rubric</i> ).	7.W.2, 7.W.3 7.W.5
	ELA7.5.5	Edit the essay according to peer feedback, while following the rules of conventions.	7.W.5, 7.L.1 7.L.2, 7.L.3
	ELA7.5.6	Present or publish an essay.	7.W.6, 7.SL.4
	ELA7.5.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7.W.10

<b>ELA7.6</b>		<b>Students will analyze how an author uses characterization to develop and contrast the point of view of different characters or narrators in literary texts.</b>	Standard Reference
	<b>ELA7.6.1</b>	<b>Identify the narrator in a literary text and distinguish between first and third person point of view.</b>	7.RL.6 WY-TOPP
	<b>ELA7.6.2</b>	<b>Differentiate between direct characterization and indirect characterization by generating examples from a text.</b>	7.RL.6 WY-TOPP
	ELA7.6.3	Apply a close, analytical reading of the text to identify characters' motivations, perspectives, and roles.	7.RL.6 WY-TOPP
	<b>ELA7.6.4</b>	<b>Analyze indirect characterizations to infer character's motivations, perspectives, and roles.</b>	7.RL.6 WY-TOPP

ELA7.7		Students will analyze how poetic devices and structure contributes to the meaning. Students will interpret and recite poems.	Standard Reference
	ELA7.7.1	Identify the basic meaning of poetic terms ( <i>e.g. poetry, verse, line, line break, and stanza</i> ) from a sample of poetry and apply the knowledge to a variety of poems.	7.RL.4, 7.RL.5 WY-TOPP
	ELA7.7.2	Recognize sound devices ( <i>e.g. rhyme, rhyme scheme, and repetition</i> ) in an example by following basic patterns of repetition in sound and apply the knowledge to a variety of poems.	7.RL.4, 7.RL.5 7.SL.6 WY-TOPP
	ELA7.7.3	Identify the rhythm of a poem by illustrating its accent marks of stressed ( <i>e.g. prefixes, suffixes, etc.</i> ) and unstressed syllables.	7.RL.4, 7.RL.5 7.L.4, 7.SL.6 WY-TOPP
	ELA7.7.4	Identify the rhythm of a poem by illustrating its accent marks of stressed and unstressed syllables and determining its meter or metric feet.	7.RL.4, 7.RL.5 7.SL.6 WY-TOPP
	ELA7.7.5	Identify examples of onomatopoeia and explain the contextual meaning of the nonsense words in a poem (i.e. Lewis Carroll's "Jabberwocky").	7.L.4, 7.L.5 7.RL.4, 7.RL.5 7.RL.10 WY-TOPP
	ELA7.7.6	Identify examples of assonance, consonance, and alliteration in poems by determining the placement and type of repetition of sounds.	7.RL.4, 7.RL.5 7.SL.6 WY-TOPP
	ELA7.7.7	Recognize a free verse poem and identify examples of alliteration, assonance, and onomatopoeia.	7.RL.4, 7.RL.5 7.SL.6 WY-TOPP
	ELA7.7.8	Critique poetic performances ( <i>e.g., Poetry Out Loud, readers' theatre, etc.</i> ) and identify characteristics that make them strong recitations.	7.RL.4, 7.RL.5 7.SL.4, 7.SL.5 WY-TOPP
	ELA7.7.9	Critique poetic performances ( <i>e.g., Poetry Out Loud, readers' theatre, etc.</i> ) and identify, then integrate characteristics into their own recitations.	7.RL.4, 7.RL.5 7.RL.6, 7.RL.7 7.SL.5, 7.SL.6 WY-TOPP
	ELA7.7.10	Recite a poem in a way that's interesting to the listener by varying the pitch, rate, and volume, while also recognizing that emphasizing different words will alter the meaning of the poem.	7.RL.4, 7.RL.5 7.RL.7, 7.L.3 WY-TOPP

## 8<sup>th</sup> Grade Language Arts

Annual Pacing Guide						
Code	Benchmark	Month(s) Taught	Assessment Period			
			1	2	3	4
8.1	Students will write a narrative piece that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence.	August Sept	X			
8.2	Students will write short constructed responses using informational text to determine central idea by analyzing author's text structure and by citing explicit and implicit text evidence	Sept	X			
8.3	Students will interpret how the elements of setting, plot, figurative language and characterization affect the conflict of literary texts by providing an unbiased summary.	October November		X		
8.4	Students will draw on multiple sources of information to write and present an argumentative essay defending a self-generated stance in which they argue for one proposition and refute alternative propositions.	November December		X		
8.5	Students will analyze universal themes, central ideas, and allusions of traditional and contemporary works culminating with a compare and contrast analysis.	January February			X	
8.6	Students will make deliberate choices regarding language, content, and media to capture and maintain their audience in order to convey their message during a presentation.	February March			X	

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze a variety of texts by applying thinking strategies to determine how an author’s choices affect text meaning(s) and the relationship with the reader and his/her world by citing a variety of text evidence to support analysis. Students will plan and incorporate appropriate and timely speaking and listening strategies in multiple settings. Students will also use the writing process to write expressive and explanatory pieces for an audience and purpose.
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**Bolded** items identify learning targets that must be taught to mastery. These are considered a priority. Please note, however, that all learning targets must still be taught and assessed, but those in bold should be given extra emphasis.

#### Benchmarks:

ELA8.1		Students will construct a narrative piece that develops real or imagined experiences or events using effective narrative techniques and relevant descriptive details.	Standard Reference
	ELA8.1.1	<b>Use narrative techniques that engage and orient the reader by establishing a point of view, introducing a narrator and/or characters, and pace an event sequence that unfolds naturally and logically.</b>	8.W.3a 8.W.3b
	ELA8.1.2	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	8.W.3c
	ELA8.1.3	<b>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b>	8.W.3d
	ELA8.1.4	<b>Provide a conclusion that follows from and reflects on the narrated experiences or events.</b>	8.W.3e
	ELA8.1.5	Apply verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	8.L.3a WY-TOPP



	particular effects (e.g., <i>emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact</i> ).	
<b>ELA8.1.6</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>	8.W.4
ELA8.1.7	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (with guidance and support from peers and adults).	8.W.5
ELA8.1.8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8.W.6
ELA8.1.9	Analyze symbols and/or archetypes and how they relate to the theme.	8.RL.2 8.RL.4 WY-TOPP

<b>ELA8.2</b>	<b>Students will write short constructed responses using informational text(s) to determine central idea by analyzing author's text structure and/or purpose.</b>	Standard Reference
<b>ELA8.2.1</b>	<b>Cite textual evidence that most strongly supports a claim by identifying what is explicitly stated in a text and drawing inferences.</b>	8.RI.1 WY-TOPP
<b>ELA8.2.2</b>	<b>Determine the central idea by explaining how a central idea is developed throughout the text.</b>	8.RI.2, 8.W.4 8.W.5 WY-TOPP
<b>ELA8.2.3</b>	<b>Analyze text structure (i.e. problem-solution, cause-effect, chronological order, time sequence, etc.). Identify the types of sentences (topic, detail, evidence, and conclusion) in a specific paragraph in a text.</b>	8.RI.5 WY-TOPP
<b>ELA8.2.4</b>	<b>Identify and clarify the author's purpose (i.e. persuade, inform, entertain, describe).</b>	8.RI.6 WY-TOPP
ELA8.2.5	Prepare for discussions having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.	8.SL.1
ELA8.2.6	Apply an ellipsis to indicate an omission, a pause or a break; use quotation marks to demonstrate command	8.L.2, 8.W.8 WY-TOPP

		of the conventions of standard English punctuation when citing text.	
	ELA8.2.7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb voice and mood.	8.L.1d WY-TOPP
	ELA8.2.8	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	8.L.2.a, 8.L.2.c WY-TOPP
	ELA8.2.9	<b>Write an informative/explanatory paper by introducing a topic, previewing the content, using multiple strategies to organize information, supporting topic with facts, details, quotes, and examples. Use transitions, descriptive vocabulary, formal style, and a concluding statement.</b>	8.W.2

<b>ELA8.3</b>		<b>Students will interpret how the elements of setting, plot, figurative language and characterization affect the conflict of literary texts.</b>	Standard Reference
	ELA8.3.1	Prepare for discussions having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.	8.SL.1
	ELA8.3.2	<b>Identify characterization and explain how a character's traits can develop and interact with the plot and setting to tell more about the character (i.e. dialect applies to regional setting and dialogue moves the plot)</b>	8.RL.3 WY-TOPP
	ELA8.3.3	<b>Identify and classify internal and external conflict (i.e. person vs person, person vs society, person vs self, person vs fate, person vs nature).</b>	8.RL.3 WY-TOPP
	ELA8.3.4	<b>Identify and interpret figurative language and word relationships including denotation and connotation.</b>	8.RL.4, 8.L.4 8.L.5 WY-TOPP
	ELA8.3.5	<b>Cite the textual evidence that most strongly supports the analysis.</b>	8.RL.1, 8.SL.1 WY-TOPP
	ELA8.3.6	Provide an unbiased summary of the text.	8.RL.2 WY-TOPP
	ELA8.3.7	Write routinely over various time frames.	8.W.10

	ELA8.3.8	Analyze the similarities and differences between a written work and an audio/visual presentation of the same work.	8.RI.7, 8.RL.7 8.RL.9 WY-TOPP
	ELA8.3.9	Read and comprehend literature including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	8.RL.10 8.RI.10

ELA8.4		<b>Students will draw on multiple sources of information to construct an argument defending a self-generated stance in which they argue for one claim and refute alternative claims.</b>	Standard Reference
	ELA8.4.1	<b>Delineate and evaluate the argument and specific claims in a text in various sources, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</b>	8.RI.8, 8.RI.9 WY-TOPP
	ELA8.4.2	<b>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</b>	8.W.1.a
	ELA8.4.3	<b>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</b>	8.W.1.b 8.W.7
	ELA8.4.4	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	8.W.1.c
	ELA8.4.5	Establish and maintain a formal style.	8.W.1.d
	ELA8.4.6	<b>Provide a concluding statement or section that follows from and supports the argument presented.</b>	8.W.1.e
	ELA8.4.7	Present claims and findings, emphasizing salient points in a focused coherent manner with relevant evidence.	8.SL.4
	ELA8.4.8	Use technology to produce and publish writing.	8.W.6
	ELA8.4.9	<b>Use multiple sources to gather information and assess credibility of sources. Include information following a standard format for citation; avoid plagiarism.</b>	8.W.8

ELA8.5		Students will analyze universal themes and/or central ideas with a compare and contrast analysis.	Standard Reference
	ELA8.5.1	<b>Determine a theme in a literary text and explain how the theme relates to the characters, setting, and plot, or determine a central idea in an informational text and analyze its development over the course of text, including its relationship to ideas.</b>	8.RL.2, 8.RI.2 WY-TOPP
	ELA8.5.2	Prepare for discussions having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue.	8.SL.1, 8.W.9
	ELA8.5.3	<b>Compare and contrast different text structures and analyze how the differing structures contribute to meaning and style.</b>	8.RL.5, 8.RI.5 WY-TOPP
	ELA8.5.4	<b>Analyze how a text makes connections between individuals, ideas, or events.</b>	8.RI.3 WY-TOPP
	ELA8.5.5	Analyze how differences in the points of view of the characters and the audience or reader create such effects as humor or suspense.	8.RL.6 WY-TOPP
	ELA8.5.6	Determine an author's point of view in a text and analyze how the author acknowledges and responds to conflicting viewpoints.	8.RI.6 WY-TOPP
	ELA8.5.7	Determine and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.RL.4, 8.RI.4 WY-TOPP
	ELA8.5.8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Use revision strategies and revise for a specific purpose. Use pieces from literary and informational texts to support writing.	8.W.4, 8.W.5 8.W.9

ELA8.6		Students will make deliberate choices regarding language, content, and media to capture and maintain their audience in order to convey their message during a presentation.	Standard Reference
	ELA8.6.1	Present findings while using appropriate eye contact, adequate volume, and clear pronunciation.	8.SL.4

	ELA8.6.2	Integrate multimedia and visual displays within presentations.	8.SL.5
	ELA8.6.3	Adapt speech to a variety of contexts while demonstrating a command of formal English.	8.SL.6

## 9<sup>th</sup> Grade Language Arts Freshmen English

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will cite specific pieces of textual evidence to analyze the purpose, deeper meaning, and progression of ideas across a wide variety of texts. Students will utilize various writing strategies to compose written works in multiple styles and formats, including inquiry-based research. Students will also investigate the language that they encounter daily, distinguishing between simple communication and more complex styles of speaking, to interpret the intended meaning behind diverse manners of expression.
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### Benchmarks:

ELA9.1	Students will analyze various non-fiction narratives and utilize a variety of narrative techniques to compose a written personal narrative detailing a real experience.	Standard Reference
ELA9.1.1	Identify and evaluate various narrative strategies in multiple examples of non-fiction texts.	
ELA9.1.2	Determine the meaning and impact of words and phrases in a text, including but not limited to figures of speech, to choose words strategically in original writing.	9-10.RI.4, 9-10.L.3 9-10.L.5a
ELA9.1.3	Determine an author's point of view or purpose in a text to establish a clear point of view and purpose in original writing.	9-10.RI.6, 9-10.W.3a
ELA9.1.4	Identify basic persuasive techniques used to express the significance and relevance of personal experiences to the intended audience.	
ELA9.1.5	Identify conflict(s) in multiple texts to include and explain a conflict with detail in a personal narrative.	9-10.W.3a
ELA9.1.6	Utilize a variety of diverse leads to construct an engaging introduction to personal narrative ( <i>e.g., dialogue, action, reaction to events, character or setting</i> )	9-10.W.3a 9-10.W.3b

		<i>description, shocking statement, question, scenario, quotation, etc.</i> ). Develop experiences, events, and/or characters using narrative techniques ( <i>e.g., dialogue, pacing, description, etc.</i> ).	
	ELA9.1.7	Create vivid pictures of events in writing using sensory language and relevant, specific details.	9-10.W.3d
	ELA9.1.8	Connect sections of a narrative using a variety of sequencing techniques so that events build on one another appropriately and create a coherent “flow” of the story.	9-10.W.3c
	ELA9.1.9	Construct a conclusion that summarizes the narrative’s events into a reflection of what was experienced and resolved.	9-10.W.3e
	ELA9.1.10	Revise and edit multiple drafts to compose a polished, final product.	9-10.W.5

ELA9.2		Students will conduct research following an inquiry based approach to organize information into a focused, coherent outline using proper MLA format for in-text citations and works cited page.	Standard Reference
	ELA9.2.1	Create an inquiry-based question to guide research.	9-10.W.7
	ELA9.2.2	Utilize advanced search methods to find information and evaluate the credibility of various resources to determine the ones to best answer the inquiry-based question.	9-10.W.8
	ELA9.2.3	Delineate and identify the argument, claim(s), and counterclaim(s) in a text, specifically recognizing bias and fallacious reasoning.	9-10.W.9b, 9-10.RI.8
	ELA9.2.4	Cite specific, relevant textual evidence to support analysis of the text (both explicitly and inferentially).	9-10.RI.1
	ELA9.2.5	Use note-taking strategies when collecting information from a source ( <i>e.g., summarize, abbreviate, paraphrase, etc.</i> ).	9-10.W.8
	ELA9.2.6	Use MLA format to properly provide in-text citations and produce a list of resources to avoid plagiarism (Works Cited).	9-10.W.8, 9-10.L.3a
	ELA9.2.7	Create an organized outline of complex ideas, concepts, and relevant information using appropriate vocabulary, a concise style, and objective tone.	9-10.W.2a 9-10.W.2b 9-10.W.2d 9-10.W.2e

	ELA9.2.8	Review and reflect on the research process through metacognition, including but not limited to extended or short written responses, rubrics, verbal responses, etc.	
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	ELA9.3	Students will utilize diverse digital media and/or formats to formally present information (findings, supportive evidence, personal opinion) in a clear and concise manner that is appropriate to task and audience.	Standard Reference
	ELA9.3.1	Identify the purpose of the presentation and targeted audience to select and use appropriate tone, vocabulary, and style.	9-10.SL.4, 9-10.SL.6
	ELA9.3.2	Integrate multiple sources of information into a presentation that utilizes diverse media and/or formats.	9-10.SL.2, 9-10.SL.5
	ELA9.3.3	Demonstrate presentation skills (eye contact, voice inflection, posture, body language, etc.) as well as active listening skills (looking at speaker, body language, asking relevant questions, etc.).	

	ELA9.4	Students will use textual evidence to analyze literature and informational texts to relate their findings in written and spoken methods.	Standard Reference
	ELA9.4.1	Analyze a specific point of view and its impact on the text.	9-10.RL.6, 9-10.RI.6
	ELA9.4.2	Analyze how organization of a text impacts the reader, with emphasis on flashbacks in literature.	9-10.RL.5, 9-10.RI.3
	ELA9.4.3	Provide an objective summary of a text, in part and/or as a whole, either orally or in writing.	9-10.W.4, 9-10.RL.2 9-10.SL.1a
	ELA9.4.4	Cite specific textual evidence to help analyze meaning of what the text says explicitly as well as inferences drawn from the text.	9-10.RL.1, 9-10.RI.1
	ELA9.4.5	Determine a theme or central idea of a text, and use specific details to analyze how it is developed and shaped throughout the text.	9-10.RL.2, 9-10.RI.2
	ELA9.4.6	Track the development of complex characters, drawing on their motivations to make predictions about what will happen later in the text as well as to	9-10.RL.3



		examine character arcs (i.e. how do characters evolve).	
	ELA9.4.7	Track the development of complex individual, events or ideas in a text, creating connections between ideas or events.	9-10.RI.3
	ELA9.4.8	Analyze the impact of cultural values and historical context on texts from within and outside of the United States.	9-10.RL.6
	ELA9.4.9	Construct short responses to deeper thinking questions to then create original deeper thinking questions.	9-10.W.10
	ELA9.4.10	Compare and analyze various accounts of a subject told in two (or more) mediums, specifically what is absent or emphasized.	9-10.RI.7, 9-10.RL.7
	ELA9.4.11	Analyze and then compare seminal U.S. documents of historical and literary significance, including how they address themes and concepts related to other literary works.	9-10.RI.9

ELA9.5		Students will participate as listeners and speakers in a variety of formal and informal collaborative discussions while adhering to the discussion norms.	Standard Reference
	ELA9.5.1	Identify and apply necessary discussion norms ( <i>e.g., the seven norms of collaboration</i> ).	9-10.SL.1b
	ELA9.5.2	Organize materials and thoughts to prepare for discussion with teacher and peer guidance.	9-10.SL.1a
	ELA9.5.3	Evaluate a speaker's point of view, reasoning, and use of evidence, identifying any exaggerated or distorted evidence.	9-10.SL.3
	ELA9.5.4	Respond politely, thoughtfully, and with tact to diverse perspectives.	9-10.SL.1c 9-10.SL.1d
	ELA9.5.5	Clarify, verify, and/or challenge ideas and conclusions by posing thoughtful, relevant questions.	9-10.SL.1c
	ELA9.5.6	Summarize points of agreement and disagreement, and use that information to make connections ( <i>e.g., between opinions, between cultures, between points of view, etc.</i> ).	9-10.SL.1d

ELA9.6		Students will develop an argument based on research using diverse media or formats and justify it to others orally and/or in writing.	Standard Reference
	ELA9.6.1	Analyze the validity of an argument's reasoning and relevancy of evidence found in selected texts.	9-10.W.9b
	ELA9.6.2	Develop a claim(s) and counterclaim(s) that can fairly and logically persuade an audience.	9-10.W.1b
	ELA9.6.3	Support claim(s) and counterclaim(s) with evidence collected from research.	9-10.SL.4 9-10.W.1b
	ELA9.6.4	Integrate multiple sources of information (using diverse media or formats), evaluating the credibility of each source.	9-10.SL.2
	ELA9.6.5	Refer to conducted research/study materials to stimulate and participate in thoughtful conversation and debate to justify argument and respond to disagreements.	9-10.SL.1a 9-10.SL.1c 9-10.SL.1d

ELA9.7		Students will identify and implement the correct usage of standardized English, encompassing pre-existing skills as well as those to be acquired in 9th grade.	Standard Reference
	ELA9.7.1	Identify and correctly use commonly misunderstood or misspelled words ( <i>e.g., there/their/they're, affect/effect, etc.</i> ).	9-10.L.2 9-10.L.2c
	ELA9.7.2	Identify and correctly use patterns of word changes to identify meanings and/or parts of speech and unknown words ( <i>e.g., analyze, analysis, analytical</i> ).	9-10.L.4b
	ELA9.7.3	Identify the purpose and examples of various types of clauses ( <i>e.g., independent, dependent, noun, relative, adverbial</i> ) and phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) in increasingly difficult texts.	9-10.L.1b
	ELA9.7.4	Evaluate how a variety of phrases and clauses convey specific meanings, add variety, and instill interest in writing or presentations. Apply a variety of phrases and clauses to original writing.	9-10.L.1b
	ELA9.7.5	Identify examples of both proper and improper usage of a semicolon and colon in various examples.	9-10.L.2a 9-10.L.2b

		Use both forms of punctuation appropriately in original writing.	
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ELA9.8		Students will apply knowledge of literal and figurative language to determine how language functions in different contexts. Students will make effective choices when speaking and writing to explain more fully the meaning of what they read and hear.	Standard Reference
	ELA9.8.1	Consult general and specialized reference materials ( <i>e.g. dictionaries, glossaries, thesauruses, etc.</i> ) - both digital and in print - to find the pronunciation of a word or clarify its meaning and/or part of speech.	9-10.L.4c
	ELA9.8.2	Make use of the context of a sentence, paragraph, text, etc. to determine the meaning of an unknown word or phrase, then check that guess for accuracy using a general or specialized reference material.	9-10.L.4a 9-10.L.4d
	ELA9.8.3	Identify and explain the nuances in the meaning of similar words.	9-10.L.5b
	ELA9.8.4	Determine the meaning of poetic, connotative, and figurative language.	9-10.L.5
	ELA9.8.5	Analyze how language functions in different contexts (i.e. across genres, cultures, time periods, etc.).	9-10.L.3
	ELA9.8.6	Analyze the impact of specific cumulative word choice on the meaning and overall tone of a text.	9-10.RL.4
	ELA9.8.7	Demonstrate accuracy with code-switching ( <i>e.g. formal vs. casual English, etc.</i> ) dependent on purpose and audience.	9-10.SL.6
	ELA9.8.8	Acquire and use general academic and domain-specific vocabulary (words and phrases).	9-10.L.6

## Sophomore English

### Sophomore Composition

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze multiple cultures, perspectives, and characters to deepen their appreciation of literature and interpret their world. Students will produce original examples of figurative language to add creativity and connotative meaning to their writing. Students will identify rhetorical language and incorporate it into their own writing. Students will write accurately using various structures, paying particular attention to blending their own ideas with inquiry-based research.
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#### Benchmarks:

ELA10.1		Students will participate as listeners and speakers in a variety of formal and informal collaborative discussions while adhering to the discussion norms.	Standard Reference
	ELA10.1.1	Apply necessary discussion norms ( <i>e.g., the seven norms of collaboration</i> ).	9-10.SL.1b
	ELA10.1.2	Prepare for discussion independently.	9-10.SL.1a
	ELA10.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence, identifying any fallacious, exaggerated or distorted evidence. Evaluate what the speaker is trying to accomplish.	9-10.SL.3
	ELA10.1.4	Respond politely, thoughtfully, and with tact to diverse perspectives, particularly when those perspectives are opposing or contradictory.	9-10.SL.1d 9-10.SL.1c
	ELA10.1.5	Clarify, verify, and/or challenge ideas and conclusions by posing thoughtful, relevant questions. Provide concrete examples to support opinions.	9-10.SL.1c
	ELA10.1.6	Summarize points of agreement and disagreement, and use that information to make connections ( <i>e.g., between opinions, between cultures, between points of view, etc.</i> ).	9-10.SL.1d

ELA10.2		Students will identify and implement the correct usage of standardized English, encompassing pre-existing skills as well as those to be acquired in 10th grade.	Standard Reference
	ELA10.2.1	Consult general and specialized reference materials - both digital and print - to find and explain a given word's etymology.	9-10.L.4c
	ELA10.2.2	Identify and correctly use patterns of word changes to identify meanings and/or parts of speech and unknown words ( <i>e.g., analyze, analysis, analytical; advocate; advocacy</i> ).	9-10.L.4b
	ELA10.2.3	Identify examples of parallel structure in increasingly difficult texts and use parallel structure in self-generated sentences.	9-10.L.1a
	ELA10.2.4	Interpret figures of speech ( <i>e.g., euphemism, oxymoron, etc.</i> ) in context and analyze their role in the text.	9-10.L.5a
	ELA10.2.5	Apply a self-generated variety of phrases and clauses to original writing.	9-10.L.1b
	ELA10.2.6	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9-10.L.1
	ELA10.2.7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.2

ELA10.3		Students will apply knowledge of figurative and literal language to make effective choices when adding variety and originality to language, both in written compositions and oral expressions, as well as to interpret the true meaning of texts.	Standard Reference
	ELA10.3.1	Recall, identify, and provide examples of figurative language (including but not limited to puns, pseudonyms, nuances, figures of speech, euphemisms, oxymorons, etc.).	9-10.L.5
	ELA10.3.2	Use context clues, patterns of word changes, etymology, and multiple determinations (preliminary vs. dictionary) to determine the intended meaning of words with multiple meanings in a text.	9-10.L.4a 9-10.L.4b 9-10.L.4c 9-10.L.4d

	ELA10.3.3	Analyze multiple instances of figurative and connotative language in a text, including but not limited to its impact on tone and overall meaning.	9-10.RL.4, 9-10.RI.4
	ELA10.3.4	Analyze and compare various accounts of a text in different mediums to investigate what is present as well as what is missing in all accounts, paying particular attention to how the language used affects interpretation.	9-10.RL.7, 9-10.RI.7
	ELA10.3.5	Use various figurative and connotative phrases and clauses in original writing, speaking, and presenting.	9-10.L.1b 9-10.W.10
	ELA10.3.6	Adapt speech to a variety of contexts and tasks, demonstrating accurate usage of multiple styles of speaking (formal, casual, argumentative, etc.).	9-10.SL.6

ELA10.4		Students will use textual evidence to analyze literature and informational texts by making connections between texts and the world. They will relate their findings through writing, discussing, and/or debating.	Standard Reference
	ELA10.4.1	Analyze how the organizational structure of a text affects the direction of plot, overall tone, and author's message, with particular attention paid to parallel plots.	9-10.RL.5
	ELA10.4.2	Analyze how cultural experiences, historical contexts, and modern perspectives affect the point of view and interpretation of a text.	9-10.RL.6, 9-10.SL.6
	ELA10.4.3	Analyze the development of complex characters over the course of a text, focusing primarily on how they interact with other characters and are shaped by those interactions. Evaluate how this character development impacts other story elements as well ( <i>e.g. plot, theme, etc.</i> ).	9-10.RL.3
	ELA10.4.4	Evaluate word choice, pacing, and structure of a text to identify its tone.	9-10.RL.4, 9-10.RI.4
	ELA10.4.5	Interpret the purpose of source material that an author uses in his or her work, specifically by recognizing and analyzing allusions.	9-10.RL.9
	ELA10.4.6	Determine the central idea/theme of a text, justifying interpretations using textual evidence. Create new connections between this theme and broader ideas outside of the text.	9-10.RI.2

	ELA10.4.7	Compare and analyze various accounts of a subject told in two (or more) mediums, specifically what is absent or emphasized.	9-10.RL.7
	ELA10.4.8	Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.9 9-10.W.9a
	ELA10.4.9	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, with emphasis on contextual clues.	9-10.RI.1, 9-10.RL.1

ELA10.5	Students will identify and analyze rhetorical language/devices to incorporate them into their own writing.		Standard Reference
	ELA10.5.1	Evaluate the purpose and point of view of the author/speaker (i.e. What is the author trying to convince you of? Who is the author's intended audience?)	9-10.RI.6
	ELA10.5.2	Identify various rhetorical devices ( <i>e.g. ethos, pathos, logos, repetition, humility, prolepsis, etc.</i> ) and analyze the intended outcome of using them.	
	ELA10.5.3	Analyze how rhetorical devices are used in a text, including how the text is impacted by the reader's recognition of these devices and the text's overall efficacy in persuasion.	9-10.RI.4, 9-10.RI.6
	ELA10.5.4	Create argument(s) using rhetorical devices and support argument(s) with valid reasoning and evidence from reliable sources as well as defuse counterclaims in order to justify and defend personal position	9-10.W.1a 9-10.W.1b
	ELA10.5.5	Compose concluding statements that adequately summarize the evidence and reasoning that support an argument, both in writing and speaking.	9-10.W.1e 9-10.SL.4
	ELA10.5.6	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	9-10.W.1d

ELA10.6		Students will conduct inquiry-based research to blend their own ideas with research into a focused, coherent essay using proper MLA format for in-text citations and works cited page.	Standard Reference
	ELA10.6.1	Create an inquiry-based question to guide research, and develop a focused thesis which answers that question.	9-10.W.7
	ELA10.6.2	Effectively utilize advanced search methods to find information and evaluate the credibility of various resources to determine the ones that best answer the inquiry-based research question.	9-10.W.8
	ELA10.6.3	Delineate and identify the argument, claim(s), and counterclaim(s) in a text, specifically recognizing manipulative text ( <i>e.g. propaganda, bias, rhetoric, etc.</i> ) and evaluating the propriety of using it in original writing.	9-10.W.9, 9-10.RI.8
	ELA10.6.4	Cite specific, relevant textual evidence to support analysis of the text (both explicitly and inferentially) using MLA format to avoid plagiarism. Provide a list of sources using MLA format (Works Cited) to avoid plagiarism.	9-10.RI.1, 9-10.W.8 9-10.L.3a
	ELA10.6.5	Synthesize multiple sources and original ideas, clarifying relationships between claim(s), counterclaim(s), evidence, and reasoning, while maintaining a cohesive flow of ideas through the use of effective transitions. Incorporate quotations appropriately.	9-10.W.1a 9-10.W.1c 9-10.W.7, 9-10.W.8 9-10.L.3a
	ELA10.6.6	Create an introductory paragraph that introduces a topic and succinctly outlines the essay's organization. Also, mirror this format to create a satisfying conclusion that summarizes all main points and extends the information ( <i>e.g. call to action, overall significance, etc.</i> ).	9-10.W.2a 9-10.W.2f 9-10.W.10
	ELA10.6.7	Create an organized essay of complex ideas, concepts, and relevant information taken from research and personal thoughts using appropriate vocabulary, a concise style, and objective tone. Use appropriate and varied transitions to link major sections of the text.	9-10.W.2a 9-10.W.2b 9-10.W.2c 9-10.W.2d 9-10.W.2e 9-10.W.10
	ELA10.6.8	Use technology to produce, update, and publish writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on	9-10.W.5, 9-10.W.6



		addressing what is most significant for a specific purpose and audience.	
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ELA10.7		Students will formally present information (findings, supportive evidence, personal opinion) in a clear and concise manner that is appropriate to task and audience.	Standard Reference
	ELA10.7.1	Identify the purpose of the presentation and targeted audience to select and use appropriate tone, vocabulary, and style.	9-10.SL.4, 9-10.SL.6
	ELA10.7.2	Integrate multiple sources of information into a presentation that utilizes diverse media and formats.	9-10.SL.2, 9-10.SL.5
	ELA10.7.3	Demonstrate presentation skills (eye contact, voice inflection, posture, body language, etc.) with particular emphasis on substance and style. Demonstrate active listening skills (looking at speaker, body language, asking relevant questions, etc.).	9-10.SL.1c 9-10.SL.1d 9-10.SL.4

## Junior English

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze literature from key eras and genres to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order to evaluate authors in terms of their individual styles and effectiveness.
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### Benchmarks:

ELA11.1		Students will write to explain and support their particular stances on a given issue or topic based on analyses of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature.	Standard Reference
	ELA11.1.1	Discuss a variety of arguments and claims in a collaborative manner.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b 11-12.SL.1c 11-12.SL.1d
	ELA11.1.2	Determine and explain meaning of words and phrases.	11-12.RI.4 11-12.L.4 11-12.L.4a 11-12.L.4b 11-12.L.4c 11-12.L.4d
	ELA11.1.3	Analyze the impact of an author's choices (setting, plot, characters, etc.).	11-12.RL.3
	ELA11.1.4	Demonstrate command of grammar, spelling and punctuation, including hyphenating.	11-12.L.1 11-12.L.2 11-12.L.2a 11-12.L.2b
	ELA11.1.5	Write arguments to support a claim.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e

ELA11.2		Read and comprehend eighteenth-, nineteenth-, and early-twentieth-century American literature, including but not limited to how two or more texts from the same period treat similar themes or topics.	Standard Reference
	ELA11.2.1	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5
	ELA11.2.2	Analyze how an author uses key terms, theme, purpose, reasoning, and rhetorical features in a variety of sources ( <i>e.g. foundational U.S. documents</i> ).	11-12.RI.4 11-12.RI.9 11-12.RI.8
	ELA11.2.3	Cite strong and thorough textual evidence in order to present information, findings, and supporting evidence for a particular line of reasoning, specifically addressing alternative or opposing perspectives.	11-12.SL.4 11-12.RI.1

ELA11.3		Students will write to analyze literature. Students will compose separate pieces on theme, plot, and characters.	Standard Reference
	ELA11.3.1	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11-12.RL.10
	ELA11.3.2	Interpret and analyze the use and impact of figurative language, including but not limited to hyperbole and paradox. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 11-12.L.5a 11-12.L.5b
	ELA11.3.3	Determine two or more themes across the same work while providing an objective summary of the text.	11-12.RL.2
	ELA11.3.4	Use inference to grasp and analyze the author's point of view.	11-12.RL.6
	ELA11.3.5	Analyze multiple interpretations of the same work.	11-12.RL.7
	ELA11.3.6	Analyze the impact of an author's choices (setting, action, characters, etc.).	11-12.RL.3
	ELA11.3.7	Write to explain their analyses of complex ideas.	11-12.W.2 11-12.W.2a 11-12.W.2b 11-12.W.2c

			11-12.W.2d 11-12.W.2e 11-12.W.2f
	ELA11.3.8	Write routinely over extended time frames and shorter time frames.	11-12.W.10
	ELA11.3.9	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1

ELA11.4		Students will analyze poetry and examine a poet's writing style. Students will deliver a formal presentation about the author, including an in-depth analysis of his or her poetry and/or style.	Standard Reference
	ELA11.4.1	Analyze the impact of specific word choices in poetry.	11-12.RL.4
	ELA11.4.2	Evaluate intentional punctuation and capitalization abnormalities.	11-12.L.1a
	ELA11.4.3	Gather relevant information from multiple print and digital sources.	11-12.W.8
	ELA11.4.4	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5
	ELA11.4.5	Strategically use digital media in presentations.	11-12.SL.5
	ELA11.4.6	Demonstrate a command of formal speech while presenting to the class.	11-12.SL.6
	ELA11.4.7	Conduct short and more sustained research projects, demonstrating understanding of the subject under investigation.	11-12.W.7

ELA11.5		Students will examine various narrative works to compose original narratives, demonstrating command of narrative writing skills.	Standard Reference
	ELA11.5.1	Write narrative pieces, both real and imagined.	11-12.W.3 11-12.W.3a 11-12.W.3d 11-12.W.3e
	ELA11.5.2	Use narrative techniques (dialogue, pacing, description, etc.).	11-12.W.3b 11-12.W.3c

	ELA11.5.3	Vary syntax for effect, consulting references or guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.3a
	ELA11.5.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4
	ELA11.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11-12.W.5
	ELA11.5.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

## American Literature Advanced Literature

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze American literature from key eras and genres to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order to evaluate authors in terms of their individual styles and effectiveness.
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### Benchmarks:

ELA11AL.1	Students will write to explain and support their particular stances on a given issue or topic based on analyses of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature.	Standard Reference
ELA11AL.1.1	Apply <i>grades 11-12 Reading standards</i> to literature (e.g., " <i>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</i> ").	11-12.W.9a 11-12.RL.9
ELA11AL.1.2	Analyze the impact of an author's choices (setting, plot, characters, etc.).	11-12.RL.3
ELA11AL.1.3	Determine and explain meaning of words and phrases.	11-12.RI.4, 11-12.L.4 11-12.L.4a 11-12.L.4b 11-12.L.4c 11-12.L.4d
ELA11AL.1.4	Demonstrate command of grammar, spelling and punctuation, including hyphenating.	11-12.L.1, 11-12.L.2 11-12.L.2a 11-12.L.2b
ELA11AL.1.5	Discuss a variety of arguments and claims in a collaborative manner.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b

			11-12.SL.1c 11-12.SL.1d
	ELA11AL.1.6	Write arguments to support a claim.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e

ELA11AL.2		Read and comprehend eighteenth-, nineteenth-, and early-twentieth-century American literature, including but not limited to how two or more texts from the same period treat similar themes or topics.	Standard Reference
	ELA11AL.2.1	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5
	ELA11AL.2.2	Analyze how an author uses key terms, theme, purpose, reasoning, and rhetorical features in a variety of sources ( <i>e.g., foundational U.S. documents</i> ).	11-12.RI.4 11-12.RI.9 11-12.RI.8
	ELA11AL.2.3	Cite strong and thorough textual evidence in order to present information, findings, and supporting evidence for a particular line of reasoning, specifically addressing alternative or opposing perspectives.	11-12.SL.4 11-12.RI.1

ELA11AL.3		Students will write to analyze literature. Students will compose separate pieces on theme, plot, and characters.	Standard Reference
	ELA11AL.3.1	Determine two or more themes across the same work while providing an objective summary of the text.	11-12.RL.2
	ELA11AL.3.2	Interpret and analyze the use and impact of figurative language, including but not limited to hyperbole and paradox. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 11-12.L.5a 11-12.L.5b
	ELA11AL.3.3	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1
	ELA11AL.3.4	Write to explain their analyses of complex ideas.	11-12.W.2 11-12.W.2a 11-12.W.2b

			11-12.W.2c 11-12.W.2d 11-12.W.2e 11-12.W.2f
	ELA11AL.3.5	Analyze the impact of an author's choices (setting, action, characters, etc.).	11-12.RL.3
	ELA11AL.3.6	Use inference to grasp and analyze the author's point of view.	11-12.RL.6
	ELA11AL.3.7	Analyze multiple interpretations of the same work.	11-12.RL.7
	ELA11AL.3.8	Write routinely over extended time frames and shorter time frames.	11-12.W.10
	ELA11AL.3.9	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11-12.RL.10

ELA11AL.4	Students will analyze poetry and examine a poet's writing style. Students will deliver a formal presentation about the author, including an in-depth analysis of his or her poetry and/or style.		Standard Reference
	ELA11AL.4.1	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5
	ELA11AL.4.2	Analyze the impact of specific word choices in poetry.	11-12.RL.4
	ELA11AL.4.3	Evaluate intentional punctuation and capitalization abnormalities.	11-12.L.1a
	ELA11AL.4.4	Gather relevant information from multiple print and digital sources.	11-12.W.8
	ELA11AL.4.5	Strategically use digital media in presentations.	11-12.SL.5
	ELA11AL.4.6	Demonstrate a command of formal speech while presenting to the class.	11-12.SL.6
	ELA11AL.4.7	Conduct short and more sustained research projects, demonstrating understanding of the subject under investigation.	11-12.W.7



ELA11AL.5		Students will compose original narratives, demonstrating command of narrative writing skills.	Standard Reference
	ELA11AL.5.1	Write narrative pieces, both real and imagined.	11-12.W.3 11-12.W.3a 11-12.W.3d 11-12.W.3e
	ELA11AL.5.2	Use narrative techniques (dialogue, pacing, description, etc.).	11-12.W.3b 11-12.W.3c
	ELA11AL.5.3	Apply knowledge of language to understand how language functions in different contexts and to vary syntax for effect, consulting references as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.3 11-12.L.3a
	ELA11AL.5.4	Produce clear and coherent writing with a development, organization, and style that are appropriate to task, purpose, and audience.	11-12.W.4
	ELA11AL.5.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	11-12.W.5
	ELA11AL.5.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

## English Literature

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Using English literature, students will draw conclusions and understand authors' intentions. Students will show mastery of grammar conventions as they write in a variety of modes to present their unique analyses of texts and to create original pieces of creative writing.
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### Benchmarks:

ELA11EL.1		Students will write to analyze English literature. Analyses will include separate pieces on theme, plot, and characters.	Standard Reference
	ELA11EL.1.1	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11-12.RL.10
	ELA11EL.1.2	Analyze the impact of author's choices (setting, action, characters, etc.).	11-12.RL.3 11-12.RL.5
	ELA11EL.1.3	Determine two or more themes across the same work while providing an objective summary of the text.	11-12.RL.2
	ELA11EL.1.4	Identify and explain the use and impact of figurative language, including but not limited to hyperbole and paradox. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 11-12.L.5a 11-12.L.5b
	ELA11EL.1.5	Use inference to grasp and analyze the author's point of view.	11-12.RL.6
	ELA11EL.1.6	Analyze multiple interpretations of the same work.	11-12.RL.7
	ELA11EL.1.7	Write to explain their analysis of complex ideas.	11-12.W.2 11-12.W.2a 11-12.W.2b 11-12.W.2c 11-12.W.2d 11-12.W.2e

			11-12.W.2f
	ELA11EL.1.8	Write routinely over extended time frames and shorter time frames.	11-12.W.10
	ELA11EL.1.9	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1

ELA11EL.2		Students will analyze and critique a variety of elements of a Shakespearean play through writing.	Standard Reference
	ELA11EL.2.1	Analyze the impact of author's choices regarding how to develop and relate elements of the play.	11-12.RL.3
	ELA11EL.2.2	Determine the meaning of words and phrases as they are used in the text.	11-12.RL.4 11-12.L.4 11-12.L.4a 11-12.L.4b 11-12.L.4c 11-12.L.4d
	ELA11EL.2.3	Analyze multiple interpretations of a play.	11-12.RL.7
	ELA11EL.2.4	Evaluate a speaker's point-of-view, reasoning, rhetoric, etc.	11-12.SL.3
	ELA11EL.2.5	Draw evidence from literary text to support written analysis.	11-12.W.9
	ELA11EL.2.6	Integrate and evaluate multiple sources of information presented in different media or formats.	11-12.RI.7
	ELA11EL.2.7	Apply knowledge of language to assess how language functions in a play.	11-12.L.3

ELA11EL.3		Students will read, comprehend, and analyze seminal English texts in order to place them within a historical context.	Standard Reference
	ELA11EL.3.1	Analyze and evaluate meaning of words as they are used in the text.	11-12.RI.4 11-12.RL.4
	ELA11EL.3.2	Demonstrate understanding of figurative language, including but not limited to hyperbole and paradox.	11-12.L.5
	ELA11EL.3.3	Participate in collaborative discussions.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b 11-12.SL.1c 11-12.SL.1d
	ELA11EL.3.4	Write informative and expository text.	11-12.W.2

	ELA11EL.3.5	Determine and analyze the development of two or more central ideas of a text, including how they interact and reflect historical eras.	11-12.RI.2
	ELA11EL.3.6	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11-12.RI.3

## Senior English

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will refine their analyses of various themes in traditional and nontraditional literature and demonstrate college and/or career ready writing skills.
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### Benchmarks:

ELA12.1		Students will write to analyze traditional and nontraditional literature. Analyses will include evidence of critical thinking and deductive reasoning.	Standard Reference
	ELA12.1.1	Determine two or more themes across the same work.	11-12.RL.2
	ELA12.1.2	Write to explain their analysis of complex ideas.	11-12.W.2
	ELA12.1.3	Analyze the impact of author's choices (setting, plot, symbolism, allusion, humor, etc.).	11-12.RL.3
	ELA12.1.4	Analyze multiple interpretations of a story, drama, or poem.	11-12.RL.7
	ELA12.1.5	Demonstrate command of standard English conventions of grammar and usage.	11-12.L.1
	ELA12.1.6	Demonstrate command of standard English capitalization, spelling, and punctuation.	11-12.L.2
	ELA12.1.7	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1

ELA12.2		Students will research a selected topic, write a correctly formatted MLA inquiry-based research paper, and present findings to the class.	Standard Reference
	ELA12.2.1	Conduct short as well as more sustained inquiry-based research projects to answer a question or solve a problem.	11-12.W.7
	ELA12.2.2	Produce clear and coherent writing, appropriate to task.	11-12.W.4

	ELA12.2.3	Present information, findings, and supporting evidence conveying a clear perspective.	11-12.SL.4
	ELA12.2.4	Make strategic use of digital media in presentations.	11-12.SL.5
	ELA12.2.5	Evaluate a speaker's and author's point-of-view, reasoning, and evidence.	11-12.SL.3 11-12.RI.6
	ELA12.2.6	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11-12.W.5
	ELA12.2.7	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6
	ELA12.2.8	Cite strong and thorough textual analysis to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RI.1

ELA12.3		Students will read a variety of short stories, analyze them, and incorporate concepts learned into their own original narratives, real and/or imagined.	Standard Reference
	ELA12.3.1	Analyze the impact of an author's choices regarding how to develop and relate elements of a story.	11-12.RL.3
	ELA12.3.2	Write narratives to develop real and/or imagined experiences.	11-12.W.3 11-12.W.3a 11-12.W.3b 11-12.W.3c 11-12.W.3d 11-12.W.3e
	ELA12.3.3	Initiate and participate effectively in a range of collaborative discussions.	11-12.SL.1

## Sci-Fi Literature

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze various forms of science fiction in literature and films to evaluate the choices authors made in their compositions. Students will compose writings in a variety of modes in order express their own ideas. Students will also evaluate authors in terms of their individual styles and effectiveness.
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### Benchmarks:

ELA11SF.1		Students will write to explain and support their particular stances on a given issue or topic based on analyses of Foundational as well as current Science Fiction literature.	Standard Reference
	ELA11SF.1.1	Analyze the impact of an author's choices (setting, plot, characters, etc.).	11-12.RL.3
	ELA11SF.1.2	Determine and explain meaning of words and phrases.	11-12.RI.4, 11-12.L.4 11-12.L.4a 11-12.L.4b 11-12.L.4c 11-12.L.4d
	ELA11SF.1.3	Demonstrate command of grammar, spelling and punctuation, including hyphenating.	11-12.L.1, 11-12.L.2 11-12.L.2a 11-12.L.2b
	ELA11SF.1.4	Discuss a variety of arguments and claims in a collaborative manner.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b 11-12.SL.1c 11-12.SL.1d
	ELA11SF.1.5	Write arguments to support their particular stance on a topic.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e

ELA11SF.2		Analyze science fiction literature including but not limited to how two or more texts from the same period treat similar themes or topics.	Standard Reference
	ELA11SF.2.1	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5
	ELA11SF.2.2	Analyze how an author uses key terms, theme, purpose, reasoning, and rhetorical features in a variety of sources	11-12.RI.4 11-12.RI.9 11-12.RI.8
	ELA11SF.2.3	Cite strong and thorough textual evidence in order to present information, findings, and supporting evidence for a particular line of reasoning, specifically addressing alternative or opposing perspectives.	11-12.SL.4 11-12.RI.1

ELA11SF.3		Students will write to analyze literature. Students will analyze science fiction to write about theme, plot, and characters.	Standard Reference
	ELA11SF.3.1	Determine two or more themes across the same work while providing an objective summary of the text.	11-12.RL.2
	ELA11SF.3.2	Interpret and analyze the use and impact of figurative language, including but not limited to hyperbole and paradox. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 11-12.L.5a 11-12.L.5b
	ELA11SF.3.3	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1
	ELA11SF.3.4	Write to explain their analyses of complex ideas.	11-12.W.2 11-12.W.2a 11-12.W.2b 11-12.W.2c 11-12.W.2d 11-12.W.2e 11-12.W.2f
	ELA11SF.3.5	Analyze the impact of an author's choices (setting, action, characters, etc.).	11-12.RL.3
	ELA11SF.3.6	Use inference to grasp and analyze the author's point of view.	11-12.RL.6



	ELA11SF.3.7	Analyze multiple interpretations of the same work.	11-12.RL.7
	ELA11SF.3.8	Write routinely over extended time frames and shorter time frames.	11-12.W.10
	ELA11SF.3.9	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11-12.RL.10

ELA11SF.4		Students will compose original narratives, demonstrating command of narrative writing skills.	Standard Reference
	ELA11SF.4.1	Write narrative pieces, both real and imagined.	11-12.W.3 11-12.W.3a 11-12.W.3d 11-12.W.3e
	ELA11SF.4.2	Use narrative techniques (dialogue, pacing, description, etc.).	11-12.W.3b 11-12.W.3c
	ELA11SF.4.3	Apply knowledge of language to understand how language functions in different contexts and to vary syntax for effect, consulting references as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.3 11-12.L.3a
	ELA11SF.4.4	Produce clear and coherent writing with a development, organization, and style that are appropriate to task, purpose, and audience.	11-12.W.4
	ELA11SF.4.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	11-12.W.5
	ELA11SF.4.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

ELA11SF.5		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Standard Reference
	ELA11SF.5.1	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on	11-12.W.2a

		that which precedes it to create a unified whole; include formatting ( <i>e.g., headings</i> ), graphics ( <i>e.g., figures, tables</i> ), and multimedia when useful to aiding comprehension.	
	ELA11SF.5.2	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	11-12.W.2b
	ELA11SF.5.3	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	11-12.W.2e
	ELA11SF.5.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.1

## Sports in Literature

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will examine the ways in which ideas, thoughts, and emotions surrounding sports are expressed in writing and film, as well as various other mediums. Students will aim to examine and analyze how sports took on such a large role in our society, what it has done historically to grow humankind, and why we are all so drawn in.
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### Benchmarks:

ELA.SL.1		Students will read, comprehend, and analyze seminal texts throughout the history of sports in order to explore the purposes of sports programs and the various roles people can have in sports	Standard Reference
	ELA.SL.1.1	Analyze and evaluate meaning of words as they are used in the text.	11-12.RI.4 11-12.RL.4
	ELA.SL.1.2	Demonstrate understanding of figurative language, including but not limited to hyperbole and paradox.	11-12.L.5
	ELA.SL.1.3	Participate in collaborative discussions.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b 11-12.SL.1c 11-12.SL.1d
	ELA.SL.1.4	Write informative and expository text.	11-12.W.2
	ELA.SL.1.5	Determine and analyze the development of two or more central ideas of a text, including how they interact and reflect historical eras.	11-12.RI.2
	ELA.SL.1.6	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11-12.RI.3

ELA.SL.2		Students will initiate and participate in a range of discussions (e.g. one-on-one, teacher led, student led, etc.) with diverse partners referring to the injustices for Athletes both in history and in modern society	Standard Reference
	ELA.SL.2.1	Evaluate a speaker's point of view and intentions, assessing the stance, premises, word choice, points of emphasis, and tone used. Create connections between the speaker's points and personal opinion, current events, etc	11-12.SL.3
	ELA.SL.2.2	Engage in collaborative discussions where students promote civil, democratic behavior while creating their own goals, deadlines, and speaking roles	11-12.SL.1b
	ELA.SL.2.3	Prepare collaboratively with peers for discussion using research or materials provided in class.	11-12.SL.1a
	ELA.SL.2.4	Develop and practice basic interview skills (e.g. posture, eye contact, formal tone, appropriate attire, social cues, etc.)	
	ELA.SL.2.5	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RI.1
	ELA.SL.2.6	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12.RI.7

ELA.SL.3		Students will examine a variety of sports journalism techniques and apply them as they interview an athlete in the community and write a sports article about his or her athletic career.	Standard Reference
	ELA.SL.3.1	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings) and graphics (e.g., images) to aid comprehension.	11-12.W.2a
	ELA.SL.3.2	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	11-12.W.2b

	ELA.SL.3.3	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	11-12.W.2e
	ELA.SL.3.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.1

ELA.SL.4		Students will write to explain and support their particular stances on a given issue or topic based on their analyses of current gender-related issues in today's sports.	Standard Reference
	ELA.SL.4.1	Discuss a variety of arguments and claims in a collaborative manner.	11-12.SL.1 11-12.SL.1a 11-12.SL.1b 11-12.SL.1c 11-12.SL.1d
	ELA.SL.4.2	Determine and explain meaning of words and phrases.	11-12.RI.4 11-12.L.4 11-12.L.4a 11-12.L.4b 11-12.L.4c 11-12.L.4d
	ELA.SL.4.3	Analyze the impact of an author's choices (setting, plot, characters, etc.).	11-12.RL.3
	ELA.SL.4.4	Demonstrate command of grammar, spelling and punctuation, including hyphenating.	11-12.L.1 11-12.L.2 11-12.L.2a 11-12.L.2b
	ELA.SL.4.5	Write arguments to support a claim.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e

ELA.SL.5		Students will assess a variety of short stories, films, and novels to determine a central theme or idea across several works and write to support their claims	Standard Reference
	ELA.SL.5.1	Determine two or more themes or central ideas in a text.	11-12.RL.2
	ELA.SL.5.2	Demonstrate how two or more texts treat similar themes or topics.	11-12.RL.9

	ELA.SL.5.3	Write arguments to support claims.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e
	ELA.SL.5.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4

## English in the Workplace

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will demonstrate career ready communication and collaboration skills through the creation of a career portfolio.
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### Benchmarks:

ELA12EW.1		Students will initiate and participate in a range of discussions ( <i>e.g. one-on-one, teacher led, student led, etc.</i> ) with diverse partners, referring to class materials and the comments of others to express themselves clearly.	Standard Reference
	ELA12EW.1.1	Evaluate a speaker's point of view and intentions, assessing the stance, premises, word choice, points of emphasis, and tone used. Create connections between the speaker's points and personal opinion, current events, etc.	11-12.SL.3
	ELA12EW.1.2	Engage in collaborative discussions where students promote civil, democratic behavior while creating their own goals, deadlines, and speaking roles.	11-12.SL.1b
	ELA12EW.1.3	Prepare collaboratively with peers for discussion using research or materials provided in class.	11-12.SL.1a
	ELA12EW.1.4	Develop and practice basic interview skills ( <i>e.g. posture, eye contact, formal tone, appropriate attire, social cues, etc.</i> )	
	ELA12EW.1.5	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RI.1
	ELA12EW.1.6	Integrate and evaluate multiple sources of information presented in different media or formats ( <i>e.g., visually, quantitatively</i> ) as well as in words in order to address a question or solve a problem.	11-12.RI.7

ELA12EW.2		Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Standard Reference
	ELA12EW.2.1	Acknowledge that usage is a matter of convention, can change over time, and is sometimes contested. Determine which usage is appropriate in various scenarios.	11-12.L.1a
	ELA12EW.2.2	Vary syntax for effect and to avoid redundancy, consulting references for guidance as necessary.	11-12.L.3a
	ELA12EW.2.3	Acquire and use domain-specific words and phrases and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.6
	ELA12EW.2.4	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	11-12.SL.6

ELA12EW.3		Students will analyze informational texts to determine their purpose, validity, and direct relevance to career-oriented paths.	Standard Reference
	ELA12EW.3.1	Determine the author's point of view and manipulative language ( <i>e.g. bias, rhetoric, etc.</i> ) to distinguish between valid and fallacious reasoning.	11-12.RI.6
	ELA12EW.3.2	Analyze the author's choices regarding text structure and how they contribute to the overall efficacy and aesthetic impact.	11-12.RL.5
	ELA12EW.3.3	Evaluate the main idea of a text.	11-12.RI.2
	ELA12EW.3.4	Analyze multiple interpretations of the same theme in various adaptations.	11-12.RL.7
	ELA12EW.3.5	Analyze and evaluate the effectiveness of the author's argument (i.e. Is the argument convincing, accurate, and/or engaging?)	11-12.RI.5



ELA12EW.4		Students will create various products that prepare them for entering and functioning in the workforce (e.g., resume, career search, cover letter, memos, reports, etc.).	Standard Reference
	ELA12EW.4.1	Write with the purpose of organizing and conveying simple and complex ideas (i.e. organize information, develop that information, and use a formal style)	11-12.W.2a 11-12.W.2b 11-12.W.2c 11-12.W.2d 11-12.W.2e
	ELA12EW.4.2	Evaluate words and phrases to determine which to use to convey a precise meaning.	11-12.W.2d
	ELA12EW.4.3	Develop and strengthen original writing by editing and revising, paying particular attention to a specific audience.	11-12.W.5
	ELA12EW.4.4	Use technology to produce and publish writing.	11-12.W.6

## Visual Narratives

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will study various storytelling devices to learn about historical eras, societal reactions to various narrative forms, expression of ideas using visuals as well as audio devices, use of imagination and innovation, and audience perceptions. Throughout the course, students will be required to observe, evaluate, and show critical thinking skills and analytical skills concerning art, literature, graphic novels, advertising, info-graphics, and films.
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### Benchmarks:

ELA12VN.1	Students will write an inquiry-based research paper on a topic relevant to the class content.	Standard Reference
ELA12VN.1.1	Cite strong and thorough textual evidence to support analysis.	11-12.RL.1
ELA12VN.1.2	Analyze and evaluate the effectiveness of the structure used by the media's creator.	11-12.RI.5
ELA12VN.1.3	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information.	11-12.W.2
ELA12VN.1.4	Make effective use of digital media in presentations to enhance understanding, reasoning, and evidence and to add interest.	11-12.SL.5

ELA12VN.2	Students will write a critical review according to Associated Press guidelines ( <i>e.g. strict length limit, use of pro/con statements, and recommendation</i> ).	Standard Reference
ELA12VN.2.1	Analyze multiple interpretations of a story and evaluate how each version interprets the source text.	11-12.RL.7
ELA12VN.2.2	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RI.1
ELA12VN.2.3	Write arguments to support claims using valid reasoning and relevant and sufficient evidence.	11-12.W.1

	ELA12VN.2.4	Initiate and participate effectively in a range of collaborative discussions.	11-12.SL.1
	ELA12VN.2.5	Integrate multiple sources of information presented in diverse formats and media to solve a problem or make informed decisions.	11-12.SL.2
	ELA12VN.2.6	Demonstrate command of the conventions of standard English grammar and usage.	11-12.L.1

ELA12VN.3		Students will create a visual presentation using technology ( <i>e.g. PowerPoint, Prezi, Prezentit, PowToon, et.al</i> ) for assigned method of storytelling ( <i>e.g. Siphnian Treasury, Egyptian Art, tapestries</i> ).	Standard Reference
	ELA12VN.3.1	Analyze how an author's choices concerning how a text is organized contribute to its overall structure and meaning.	11-12.RL.5
	ELA12VN.3.2	Determine an author's point-of-view or purpose of a text.	11-12.RI.6
	ELA12VN.3.3	Write informative/explanatory text to examine and convey complex ideas, concepts, and information.	11-12.W.2
	ELA12VN.3.4	Integrate multiple sources of information presented in diverse formats and media.	11-12.SL.2
	ELA12VN.3.5	Determine and clarify the meaning of unknown words and multiple-meaning words and phrases.	11-12.L.4

ELA12VN.4		Students will conduct an analysis of various persuasive mediums and the effects they have on an audience.	Standard Reference
	ELA12VN.4.1	Determine an author's point-of-view or purpose.	11-12.RI.6
	ELA12VN.4.2	Delineate and evaluate the argument and specific claims in a text.	11-12.RI.8
	ELA12VN.4.3	Analyze a case in which grasping a point of view requires distinguishing what is directly stated from what is really meant ( <i>e.g. satire, sarcasm, irony, or understatement</i> ).	11-12.RL.6
	ELA12VN.4.4	Write arguments to support claims.	11-12.W.1
	ELA12VN.4.5	Draw evidence from literary or informational text to support analysis and research.	11-12.W.9

ELA12VN.5		Students will use an audio editing program ( <i>e.g., Garage Band</i> ) to score a selected video in several styles ( <i>e.g. music to create foreboding, excitement, action, etc.</i> ).	Standard Reference
	ELA12VN.5.1	Analyze the impact of an author's choices regarding how to develop and relate elements of a story or drama.	11-12.RL.3
	ELA12VN.5.2	Determine the meaning of words and phrases as they are used in a text.	11-12.RL.4
	ELA12VN.5.3	Write informative/explanatory texts to examine and convey complex ideas.	11-12.W.2
	ELA12VN.5.4	Make strategic use of digital media ( <i>e.g., textual, graphical, audio, visual, and interactive elements</i> ) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5

ELA12VN.6		Students will write a researched paper discussing one particular genre and director and how signature films affected the global viewership.	Standard Reference
	ELA12VN.6.1	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	11-12.RL.3
	ELA12VN.6.2	Determine the meaning of words and phrases as they are used in the text.	11-12.RL.4
	ELA12VN.6.3	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences.	11-12.RI.1
	ELA12VN.6.4	Write informative/explanatory texts to examine and convey complex ideas.	11-12.W.2
	ELA12VN.6.5	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.3

ELA12VN.7		Students will create their own graphic novel using technology ( <i>e.g., ComicMaster</i> ) following the comic code. Students will apply elements of design composition to produce original works.	Standard Reference
	ELA12VN.7.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences.	11-12.RL.1

	ELA12VN.7.2	Analyze the impact of the author's choices regarding how to develop and relate elements of a story of drama.	11-12.RL.3
	ELA12VN.7.3	Determine the meaning of words and phrases as they are used in the text.	11-12.RL.4
	ELA12VN.7.4	Integrate and evaluate multiple sources of information presented in different media or formats.	11-12.RI.7
	ELA12VN.7.5	Produce clear and coherent writing in which the development, organization and style are appropriate to task.	11-12.W.4
	ELA12VN.7.6	Use technology including the internet, to produce, publish, and update individual or shared writing products.	11-12.W.6

ELA12VN.8		Students will research and write a comparison essay reviewing advertising of the same product in different countries.	Standard Reference
	ELA12VN.8.1	Determine the meaning of words and phrases as they are used in the text.	11-12.RL.4
	ELA12VN.8.2	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RI.1
	ELA12VN.8.3	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	11-12.RI.5
	ELA12VN.8.4	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.	11-12.RI.6
	ELA12VN.8.5	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.	11-12.SL.2
	ELA12VN.8.6	Apply knowledge of language to demonstrate how language functions in different contexts.	11-12.L.3

## College Prep

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will read modern literature to analyze and interpret authors' intentions. Students will conduct inquiry-based research and also write extended analyses using MLA format with mastery of grammar and application of varied syntax.
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### Benchmarks:

ELA12CP.1		Students will write to analyze modern traditional and nontraditional literature. Analyses will include evidence of critical thinking and deductive reasoning.	Standard Reference
	ELA12CP.1.1	Apply knowledge of language to demonstrate how figurative language functions.	11-12.L.3
	ELA12CP.1.2	Identify and explain the use and impact of figurative language.	11-12.L.5
	ELA12CP.1.3	Analyze the impact of author's choices (setting, plot, symbolism, allusion, humor, etc.).	11-12.RL.3
	ELA12CP.1.4	Use inference to grasp the author's point of view.	11-12.RL.6
	ELA12CP.1.5	Determine two or more themes across the same work.	11-12.RL.2
	ELA12CP.1.6	Demonstrate command of standard English capitalization, spelling, and punctuation.	11-12.L.2
	ELA12CP.1.7	Demonstrate command of standard English conventions of grammar and usage.	11-12.L.1
	ELA12CP.1.8	Write to explain their analysis of complex ideas.	11-12.W.2
	ELA12CP.1.9	Cite strong and thorough textual evidence to support literary analysis.	11-12.RL.1

ELA12CP.2		Students will read college preparatory literary text independently and proficiently to present information that conveys distinct perspective.	Standard Reference
	ELA12CP.2.1	Read and comprehend literature at a college preparatory complexity band proficiently and independently.	11-12.RL.10

	ELA12CP.2.2	Determine the meaning of words and phrases in text, including figurative and connotative meaning.	11-12.RL.4
	ELA12CP.2.3	Write routinely over extended and shorter time frame.	11-12.W.10
	ELA12CP.2.4	Present information conveying clear and distinct perspective.	11-12.SL.4
	ELA12CP.2.5	Make strategic use of digital media ( <i>e.g., textual, graphical, audio, visual, and interactive elements</i> ) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5
	ELA12CP.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	11-12.SL.6

ELA12CP.3		Students will conduct inquiry-based research projects that include deep analyses of source materials and demonstrate clear points-of-view.	Standard Reference
	ELA12CP.3.1	Determine an author's point-of-view or purpose, analyzing rhetorical features, style, and content.	11-12.RI.6
	ELA12CP.3.2	Integrate and evaluate multiple sources of information to address a question or solve a problem.	11-12.RI.7
	ELA12CP.3.3	Read at appropriate text complexity bands.	11-12.RI.10
	ELA12CP.3.4	Conduct short and sustained research projects to answer a question or solve a problem.	11-12.W.7
	ELA12CP.3.5	Gather relevant information from multiple authoritative print and digital sources, assessing the strengths and limitations of each source.	11-12.W.8
	ELA12CP.3.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

# Mythology

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will analyze mythologies of early cultures to demonstrate how they have influenced modern cultures. Students will demonstrate cultural concepts through writing original narratives and analyses.
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## Benchmarks:

ELA12M.1		Students will analyze various mythologies to determine societal values and influences in writings, and write informative/explanatory texts to convey complex ideas or sequence of events.	Standard Reference
	ELA12M.1.1	Initiate and participate effectively in a range of collaborative discussions.	11-12.SL.1
	ELA12M.1.2	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	11-12.RI.3
	ELA12M.1.3	Acquire and/or use figurative language, word relationships, academic and domain-specific vocabulary, and nuances in word meanings.	11-12.L.5, 11-12.L.6
	ELA12M.1.4	Write informative/explanatory texts to examine and convey complex ideas or sequence of events.	11-12.W.2
	ELA12M.1.5	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	11-12.RL.1

ELA12M.2		Students will compare and contrast commonly held beliefs and traditions from various mythologies in their analyses and writings.	Standard Reference
	ELA12M.2.1	Analyze and compare multiple interpretations of a story or a poem, evaluating how each version interprets the source text.	11-12.RL.7
	ELA12M.2.2	Write routinely over varied time frames, including short constructed responses.	11-12.W.4 11-12.W.10



	ELA12M.2.3	Demonstrate command of standard English grammar and usage.	11-12.L.1
	ELA12M.2.4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	11-12.L.2
	ELA12M.2.5	Present information, findings, and supporting evidence.	11-12.SL.4

ELA12M.3		Students will assess a variety of mythological stories to determine a central theme or central idea across several works and write to support their claims.	Standard Reference
	ELA12M.3.1	Determine two or more themes or central ideas in a text.	11-12.RL.2
	ELA12M.3.2	Demonstrate how two or more texts treat similar themes or topics.	11-12.RL.9
	ELA12M.3.3	Write arguments to support claims.	11-12.W.1 11-12.W.1a 11-12.W.1b 11-12.W.1c 11-12.W.1d 11-12.W.1e
	ELA12M.3.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4

ELA12M.4		Students will analyze the complexity of selected narratives in a variety of mythologies and produce an original myth that reflects their analyses.	Standard Reference
	ELA12M.4.1	Analyze the impact of the author's choices regarding how to develop and relate elements of a story (setting, plot, character development).	11-12.RL.3
	ELA12M.4.2	Analyze how an author's choices concerning how to organize specific parts of a text contribute to its overall structure.	11-12.RL.5
	ELA12M.4.3	Analyze complex set of ideas or sequence of events interact throughout a text or texts.	11-12.RI.3
	ELA12M.4.4	Produce narrative writing using effective technique, detail, and sequence.	11-12.W.3 11-12.W.3a 11-12.W.3b 11-12.W.3c

			11-12.W.3d 11-12.W.3e
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## Creative Writing Creative/Technical Writing

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will explore and analyze writing styles in a diverse variety of texts, while consistently writing, editing, and publishing creative works in a multitude of genres.
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### Benchmarks:

ELA12CW.1	Students will strengthen their own writing by examining and analyzing various genres of literature and writing styles.	Standard Reference
ELA12CW.1.1	Analyze impact of an author's choices regarding elements of a story or drama.	11-12.RL.3
ELA12CW.1.2	Propel conversations by posing and responding to questions ( <i>e.g. peer editing, side-by-side reviews, class discussions</i> ).	11-12.SL.1
ELA12CW.1.3	Develop and strengthen clear and coherent writing as needed by planning, revising, editing, and rewriting ( <i>e.g. practice exercises, point-of-view exercises, descriptive exercises, dialogue skills</i> ).	11-12.W.4 11-12.W.5
ELA12CW.1.4	Demonstrate a command of the conventions of standard English grammar and usage when writing.	11-12.L.1
ELA12CW.1.5	Apply knowledge of language to make effective choices for meaning and style.	11-12.L.3
ELA12CW.1.6	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12.L.5

ELA12CW.2	Students will analyze a variety of writing structures typical of several recognized authors to produce short and/or extended writing examples.	Standard Reference
ELA12CW.2.1	Analyze how an author's choices contribute to overall structure and meaning.	11-12.RL.5

	ELA12CW.2.2	Write routinely over extended and shorter time frames	11-12.W.10
	ELA12CW.2.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 11-12.W.3a 11-12.W.3b 11-12.W.3c 11-12.W.3d 11-12.W.3e

ELA12CW.3		Students will apply creative writing skills to compose their own original works.	Standard Reference
	ELA12CW.3.1	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	11-12.W.3 11-12.W.3a 11-12.W.3b 11-12.W.3c 11-12.W.3d 11-12.W.3e
	ELA12CW.3.2	Write across multiple genres, which may include: Western, Sci-Fi, Romance, Adventure, Fantasy, Comedy, Drama, Satire, Realistic Fiction, Graphic Novels, Children's Literature, Mystery, Personal Narrative, Poetry.	11-12.W.3
	ELA12CW.3.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

## Social Media

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will investigate the origins and history of social media, examine how social media has evolved, assess how to find authenticity in an online world, and explain how a digital footprint works.
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### Benchmarks:

ELASM.1		Students will examine the origin, history, evolution, and purpose of social media.	Standard Reference
	ELASM.1.1	Analyze the history of social media to identify catalysts and trends that promoted change.	ELA9-10.RI.1 ELA9-10.RI.2 ELA9-10.RI.3 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2f
	ELASM.1.2	Examine the positive and negative impact of social media.	ELA9-10.RI.3 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2f ELA9-10.SL.2
	ELASM.1.3	Compare and contrast the use of social media within personal and professional contexts.	ELA9-10.RI.1 ELA9-10.RI.2 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.2a ELA9-10.W.2b
	ELASM.1.4	Utilize social media for effective and purposeful communication.	ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.W.2a ELA9-10.W.2b

	ELASM.1.5	Examine the individual's impact within the culture of social media.	ELA9-10.RI.1 ELA9-10.RI.3 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.7
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ELASM.2		Students will determine how to find authenticity in an online world.	Standard Reference
	ELASM.2.1	Investigate how intention and meaning are not synonymous.	ELA9-10.RI.2 ELA9-10.RI.3 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.9b ELA9-10.SL.2
	ELASM.2.2	Distinguish the differences and similarities between online and offline personas.	ELA9-10.RI.3 ELA9-10.RI.4
	ELASM.2.3	Make connections between your social media persona and your environment, both traditional and digital.	ELA9-10.RI.1 ELA9-10.RI.3 ELA9-10.RI.5 ELA9-10.W.2a ELA9-10.W.2b
	ELASM.2.4	Explore how the purpose or perspective of an author influences his or her meaning and intention.	ELA9-10.RI.2 ELA9-10.RI.3 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2f ELA9-10.W.7 ELA9-10.W.9b ELA9-10.SL.2
	ELASM.2.5	Differentiate characteristics between virality and the truth.	ELA9-10.RI.1 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2a

			ELA9-10.W.2b ELA9-10.W.7 ELA9-10.W.9b ELA9-10.SL.2
	ELASM.2.6	Evaluate the cause of something that trends and the ethic responsibility associated with it.	ELA9-10.RI.3 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2f ELA9-10.W.9b ELA9-10.SL.2
	ELASM.2.7	Make connections between ethical and legal practices within social media and an individual's digital responsibility.	ELA9-10.RI.1 ELA9-10.RI.3 ELA9-10.RI.4 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.1b ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2f ELA9-10.W.9b ELA9-10.SL.2

ELASM.3		Students will investigate the impact of their actions through social media and how a digital footprint works.	Standard Reference
	ELASM.3.1	Examine the psychological effects of social media, both on the individual and the community.	ELA9-10.RI.3 ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.7
	ELASM.3.2	Explore how individual action becomes a catalyst for collective change.	ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1b ELA9-10.W.7
	ELASM.3.3	Assess how audiences have perceived messages through social media.	ELA9-10.RI.1 ELA9-10.RI.2 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.W.1a ELA9-10.RI.6 ELA9-10.RI.8

			ELA9-10.W.7 ELA9-10.SL.2
	ELASM.3.4	Discuss how an individual's actions influence the digital community.	ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.1b ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2f ELA9-10.W.7 ELA9-10.W.9b ELA9-10.SL.2
	ELASM.3.5	Make connections between the individual impact within the culture of social media and recognize one's individual responsibility within that culture.	ELA9-10.RI.3 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1b ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2f ELA9-10.W.7 ELA9-10.W.9b
	ELASM.3.6	Explore the intentional use of social media as a tool for both positive and negative change.	ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1a ELA9-10.W.2f ELA9-10.W.7 ELA9-10.W.9b
	ELASM.3.7	Make connections between the intention and interpretation of one's social media persona.	ELA9-10.RI.3 ELA9-10.RI.4 ELA9-10.RI.5 ELA9-10.RI.6 ELA9-10.RI.8 ELA9-10.W.1b ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.7 ELA9-10.SL.2
	ELASM.3.8	Evaluate the multiple influences that contribute to defining a digital persona.	ELA9-10.RI.2 ELA9-10.RI.4



			ELA9-10.RI.5 ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.2b ELA9-10.W.7
	ELASM.3.9	Summarize the connections between failure and success within social media.	ELA9-10.RI.1 ELA9-10.W.2a ELA9-10.W.2b ELA9-10.W.7
	ELASM.3.10	Describe the contributing factors that create a social media footprint, individually and within a community.	ELA9-10.RI.2 ELA9-10.W.2a ELA9-10.W.7

## Yearbook

ELA Standard Reference Code			
RF	Reading – Foundational Skills	W	Writing
RL	Reading - Literature	SL	Speaking and Listening
RI	Reading - Informational Text	L	Language

<b>Purpose Statement:</b>	Students will follow a process to produce clear and coherent writing, show photography skills that will show the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository techniques; Review, revise, and edit writing/photography with consideration for the task, purpose, and audience, with the understanding that the final product will be a published book for purchase.
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### Benchmarks:

ELA.YB.1			Standard Reference
	ELA.YB.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.1 a,b
	ELA.YB.1.2	Demonstrate command of the conventions of the standards, English capitalization, punctuation, and spelling when writing.	11-12.2 a,b
	ELA.YB.1.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11-12.L3a
	ELA.YB.1.4	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	11-12.W.2. a,b,c,d,e
	ELA.YB.1.5	Write narratives to develop real (or imagined) experiences or events using effective technique, well-chosen details, and well- structured event sequences.	11-12.W.3. a,b,c,d
	ELA.YB.1.6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11-12.W.4

	ELA.YB.1.7	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	11-12.W.5
	ELA.YB.1.8	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6

## Appendix A

### Fry Sight and Spelling Words (K-8)

Sight Words (Kindergarten)				
I	am	the	little	to
a	have	is	we	my
like	he	for	she	with
me	see	look	they	of
you	are	that	do	here
go	from	what	was	said
where	come	one	two	three
four	five	six	seven	eight
nine	ten	zero	yellow	blue
green	black	brown	gray	pink
purple	orange	white	red	

Fry Words – The First 100 (1 <sup>st</sup> Grade)				
the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

Fry Words – The Second 100 (2 <sup>nd</sup> Grade)				
over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	America
just	tell	even	again	world

Fry Words – The Third 100 (3 <sup>rd</sup> Grade)				
high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plan	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

Fry Words – The Fourth 100 (4 <sup>th</sup> Grade)				
body	usually	hours	five	cold
music	didn't	black	step	cried
color	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	farm	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

Fry Words – The Fifth 100 (5 <sup>th</sup> Grade)				
done	front	stay	warm	object
English	feel	green	common	am
road	fact	known	bring	rule
half	inches	island	explain	among
ten	street	week	dry	noun
fly	decided	less	though	power
gave	contain	machine	language	cannot
box	course	base	shape	able
finally	surface	ago	deep	six
wait	produce	stood	thousands	size
correct	building	plane	yes	dark
oh	ocean	system	clear	ball
quickly	class	behind	equation	material
person	note	ran	yet	special
became	nothing	round	government	heavy
shown	rest	boat	filled	fine
minutes	carefully	game	heat	pair
strong	scientists	force	full	circle
verb	inside	brought	hot	include
stars	wheels	understand	check	built

Fry Words – The Sixth 100 (6 <sup>th</sup> Grade)				
can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	present	root
perhaps	members	site	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	grass	describe
moon	developed	interest	million	drive

Fry Words – The Seventh 100 (7 <sup>th</sup> Grade)				
cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
solve	outside	lead	milk	killed
appear	everything	everyone	quiet	melody
mental	tall	method	natural	bottom
son	already	section	lot	trip
either	instead	lake	stone	hole
ice	phrase	iron	act	poor
sheep	soil	within	build	let's
village	bed	dictionary	middle	fight
factors	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	consonant	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	cat
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

Fry Words – The Eighth 100 (8 <sup>th</sup> Grade)				
row	grew	east	suppose	direct
least	skin	choose	woman	ring
catch	valley	single	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	president	express	wire	increase
continued	brown	mouth	pay	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
glass	alone	party	God	art
you're	drawing	seeds	captain	feeling



## Appendix B

### Academic Vocabulary by Grade

#### Kindergarten

add	connections	illustrator	opinion	space
alphabet	consonant	initial sound	plan	substitute
answer	contrast	informative/ex-	predictions	syllables
questions	create	planatory	punctuation	text
ask questions	decodable	key details	marks	title
author	delete	left-to-right	read	title page
back cover	details	letters	reason	top-to-bottom
beginning	differences	lowercase	retell	topic
big idea	different	main idea	rhyme	uppercase
blend	end	main topic	schema	vowel
book	facts (big ideas)	major events	segment	word
capital	final sound	medial sound	setting	
characters	fluent	mental images	sight word	
compare	front cover	middle	similarities	
conclusion	illustrations	narrative	sound out	

#### 1<sup>st</sup> Grade *(continued on next page)*

action word	consonant	fiction	listen	photographer
adventure	consonant	final-e	literature	photograph
answer	blend	first name	long vowel	picture
apostrophe	conversation	folk tale	sound	dictionary
ask	date	future tense	lowercase	plan
audience	detail	glossary	main character	plural
author	dictionary	guest speaker	main idea	poem
beginning	directions	how	main topic	poetry
beginning	draft	icon	map	pre writing
sound	edit	illustration	message	prediction
blend (sounds	end	illustrator	middle vowel	present tense
together)	punctuation	informational	sound	print
capitalization	ending	text	moral	pronounce
categories	ending sound	internet	narrator	publish
central message	English	irregular	non-fiction	punctuation
character	everyday	spelling	noun	purpose
closing	language	key details	number word	question
sentence	exclamation	language	opinion	question mark
comma	mark	last name	participate	reader
compare/	experience	lesson	past tense	retell
contrast	fable	letter (of the	pattern	segment
complete	fact	alphabet)	period	self-correct
sentence	fairy tale	letter (sent to	(punctuation	sentence
connection	feeling	someone)	mark)	setting

short vowel  
sound  
sight word  
sign  
singular  
spell/spelling  
spelling pattern

story  
suggestion  
syllable  
symbol  
table of  
contents  
take turn

talk  
technology  
text  
title  
topic  
underline  
uppercase

verb  
vocabulary  
vote  
vowel  
vowel sound  
vowel team  
combination

what  
when  
where  
who  
why  
word family

## 2<sup>nd</sup> Grade

adverb  
analyze  
apostrophe  
author's  
purpose  
big ideas  
bold print  
bullets  
caption  
compare  
conclusion  
context clues

contraction  
contrast  
definition  
details  
diagram  
expression  
fable  
facts  
folktale  
genre  
glossary  
heading

historical fiction  
illustration  
index  
informative  
introduction  
italics  
key idea  
linking words  
main idea  
moral  
opinion  
paragraph

plot  
poem  
point of view  
pronoun  
purpose  
real narrative  
reasons  
revise/edit  
rhyme  
rhythm  
subheading

supporting  
details  
table of  
contents  
temporal  
narrative  
text features  
topic  
transition words

## 3<sup>rd</sup> Grade

abstract nouns  
accuracy  
adjective  
adverb  
alliterations  
audience  
compare/contrast  
captions  
cause and effect  
characterize  
complex  
sentence  
conclusion  
connections

context clues  
conventions  
determine  
importance  
diagrams/maps  
dialogue  
edit  
expression  
extended  
response  
fable  
figurative  
language  
fluency  
folktale

genre  
headings  
homophones  
idioms  
illustrations/  
pictures  
italics  
key words  
line (play)  
literal/nonliteral  
main idea/  
key detail  
metaphors  
mood  
moral

multi syllabic  
myth  
narrator  
onomatopoeia  
organization  
plot/storyline  
point of view  
prefix/suffix/  
affix  
pronoun  
publishing  
recount  
references  
research  
restate

revise  
root word  
scene  
sequence  
sidebars  
simile  
solution/  
resolution  
stanza  
subheadings  
text features  
theme  
transitions  
vocab

## 4<sup>th</sup> Grade

adages	first hand	metaphors	pronouns	text features
affix	account/second	meter	prose	text structures
animations	hand account	mythology	proverbs	theme
categorize	formatting	narration	quotations	timeline
chronology	fragments	paraphrase	relative adverbs	transitional
compound	headings	pose (a	root	words
sentence	hyperbole	question)	run-ons	verse
concrete words	idioms	prepositional	sensory details	
coordinating	inference	phrases	similes	
conjunction	interactive	progressive	stage directions	
drama	elements	verb tenses	synonyms	

## 5<sup>th</sup> Grade

accurate	debate	fluency	paraphrase	source
adage	dialect	graphic	perspective	stanza
analyze	dialogue	idiom	persuasive	summarize
author's craft	elaborate	inference	prepositions	theme
autobiography	establish	informational	proofread	tone
biography	evaluate	text	proverb	validity
cite	evidence	interjections	quote	voice
clause	examine	interpret	realistic fiction	
compare	expository	logical	reflection	
conclude	expression	metaphor	register	
conjunctions	figurative	mood	research	
consult	hyperbole	multimedia	revise	
contrast	language	narrative	simile	

## 6<sup>th</sup> Grade *(continued on next page)*

action verb	characterization	declarative	flashback	Latin affix
adjective	chronology	sentence	foreshadowing	limited point of
adverb	chronological	definition	genre	view
affix	order	denotative	graphic	logical argument
alliteration	climax	meaning	organizer	main idea
analogy	composition	description	Greek affix	metaphor
antonym	comprehension	diagram	Greek root	mental image
argumentation	citation	dialogue	heading	multimedia
author's purpose	compare &	direct quote	hyperbole	presentation
autobiography	contrast	elaboration	idiom	multiple sources
background	conclusion	etymology	illustration	narrator
knowledge	connotative	example	imagery	narration
biography	meaning	explanation	inference	nonfiction
caption	content-area	fact vs opinion	interrogative	noun
cause & effect	vocabulary	figurative	sentence	object pronoun
central idea	context clues	language	introduction	omniscient
character traits	contrast	first person	key word	point of view

onomatopoeia	plot development	reflexive pronoun	source	text feature
opinion	point of view	relative pronoun	story map	text structure
order of events	possessive	rephrasing	subject pronoun	theme
organization	pronoun	research paper	subject-verb	third person
overview	problem-solution	resolution	agreement	time line
paragraph	pronoun	revise	suffix	topic sentence
paraphrase	proper noun	root word	summarize	transition
past tense	prior knowledge	sarcasm	supporting	verb
personal pronoun	purpose	second person	detail	viewpoint
personification	quotation	sequential order	synonym	voice inflection
perspective	quotation marks	setting	syntax	word choice
plagiarism	recurring theme	simile	synthesize	

### 7<sup>th</sup> Grade

analyze	conceptual/con	explanatory	influence	valid
audience	cept	explicit	interact	structure
categorize	concise	exposure	literary	synthesize
cite	connotation/de	figurative	manipulate	technical
clarify	notation	format	medium	tone
collaborate	correspond	function	mood	unique
complexity	elaborate	implement	nuance	relevant
composition	embellish	inconsistencies	paraphrase	
	evidence	inference	point of view	

### 8<sup>th</sup> Grade

allusions	connotation	generalize	point of view	transition words
analogy	denotation	imagery	relevant	satire
analyze	elaborate	/sensory	/irrelevant	textual evidence
argumentative	evaluate	inference	stereotype	thesis
bias	evidence	irony	style	works cited
characterization	explanatory	literal/figurative	support	
citation	/information	memoir	symbolism	
claim	expository	paraphrase	theme	

### 9<sup>th</sup> Grade

antagonist	claim	evidence	figurative	subjective
aside	character	inference	language	theme
bias	motive	monologue	plagiarism	thesis
coherence	characterization	mood	protagonist	statement
clauses	diction	objective	purpose	tone
comedy	dynamic	parallelism	soliloquy	tragedy
conflict	character	plot structure	static character	

## 10<sup>th</sup> Grade

allegory  
allusion  
analysis  
anecdotal  
information  
argumentative  
essay

audience  
clarity  
collaboration  
connotation  
consensus  
counter claim  
credibility

cultural  
perspective  
denotation  
digital media  
editorial  
ethos  
euphemism

generalization  
logos  
oxymoron  
parable  
parallel  
structure  
pathos

sonnet  
synthesize  
theme  
thesis  
statement  
validity

## 11<sup>th</sup> Grade

annotate  
archetype  
citation  
context  
counterclaim

diction  
explicit  
fallacy  
fool  
hyperbole

implicit  
nuance  
paradox  
rhetoric  
sarcasm

satire  
seminal  
structure  
style  
syntax

synthesis  
understatement  
validity  
voice

## 12<sup>th</sup> Grade

abstract  
analyze  
annotate  
connotation  
evidence

explicit  
diction  
implicit  
inference  
media

objective  
perspective  
purpose  
sarcasm  
satire

style  
structure  
subjective  
syntax  
synthesis

tone  
voice

## Appendix C

### Grammar-Related Standards by Grade

Kindergarten	
<b>In speech:</b> <ul style="list-style-type: none"> <li>Form regular plurals in speech (-s or -es).</li> <li>Use questions words (<i>who, what, when, where, why, how</i>) in speech.</li> <li>Use common prepositions in speech (<i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ul>	<b>In writing:</b> <ul style="list-style-type: none"> <li>Capitalize the first word of a sentence; Capitalize the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter(s) for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
1 <sup>st</sup> Grade	
<b>In speech and writing:</b> <ul style="list-style-type: none"> <li>Print all upper and lower-case letters.</li> <li>Basic subject-verb agreement.</li> <li>Personal pronouns, including possessive pronouns (<i>their/they, etc.</i>).</li> <li>Variety of verb tenses.</li> <li>Prepositions such as <i>during, beyond, toward, before, after</i>.</li> <li>Produce and expand complete simple and compound sentences (<i>declarative, interrogative, imperative, exclamatory</i>).</li> </ul>	<b>In writing:</b> <ul style="list-style-type: none"> <li>Capitalize dates, names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single items in a series.</li> <li>Use basic rules of phonics to spell taught and untaught words that are common and that comport with basic phonetic rules.</li> </ul>
2 <sup>nd</sup> Grade	
<p style="text-align: right;"><b>Conventions of</b></p> <b>Standard English:</b> <ul style="list-style-type: none"> <li>Form and use common irregular plurals.</li> <li>Use reflexive pronouns (<i>myself, themselves, etc.</i>)</li> <li>Form and use common irregular verbs.</li> <li>Make the correct choice between an adjective or an adverb, depending upon what is to be modified.</li> <li>Expand and rearrange sentences by adding or moving words and/or phrases.</li> <li>Capitalize holidays, product names, geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use apostrophes in contractions and possessives.</li> <li>Learn the most basic spelling patterns, generalizations, and rules; Start using dictionaries to check spelling.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>Compare formal and informal styles of English.</li> </ul>

3 <sup>rd</sup> Grade	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns.</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple verb tenses (<i>I walk, I walked, I will walk</i>).</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative and superlative adjectives and adverbs, choosing correctly between them depending on what is being compared.</li> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> <li>• Capitalize titles appropriately.</li> <li>• Use commas in addresses and in dialogue (along with quotation marks).</li> <li>• Use and form possessives.</li> <li>• Follow the most frequent and reliable spelling rules for adding suffixes and prefixes; learn common spelling patterns, generalizations, and rules.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>• Understand that there are differences in language use between speech and writing.</li> </ul>
4 <sup>th</sup> Grade	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>• Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tense; use modal auxiliaries (<i>would, could, should, will, shall, may, might, must</i>) to express various conditions.</li> <li>• Recognize and correct fragments and run-ons.</li> <li>• Make the correct choice of common homophones (<i>too, to, two; there, their</i>, etc.).</li> <li>• Use correct capitalization.</li> <li>• Use commas and quotation marks to write direct quotations.</li> <li>• Use a comma before a coordinating conjunction (<i>and, but, so, or</i>, etc.) in a compound sentence.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>• Choose punctuation for effect.</li> <li>• Differentiate between circumstances that call for formal Standard English and those that call for a more informal register of English.</li> </ul>

5 <sup>th</sup> Grade	
<p><b>Conventions of Standard English:</b></p> <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)</li> <li>• Use a comma to separate: items in a series <ul style="list-style-type: none"> <li>○ introductory elements from the rest of the sentence</li> <li>○ the words <i>yes</i> and <i>no</i> from the rest of the sentence (in answer to a question)</li> <li>○ tag questions (... , isn't it?, ... , don't you?) from the rest of the sentence</li> <li>○ names of people in direct address from the rest of the sentence</li> </ul> </li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</li> </ul>
6 <sup>th</sup> Grade	
<p><b>Conventions of Standard English:</b></p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>• Use intensive pronouns (<i>myself, ourselves</i>).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> <li>• Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ul>	<p><b>Knowledge of Language:</b></p> <ul style="list-style-type: none"> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> </ul>



7 <sup>th</sup> Grade	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>Use knowledge of language to eliminate awkwardness and wordiness.</li> </ul>
8 <sup>th</sup> Grade	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>Explain the functions of verbals (gerunds, participles, infinitives) in general, and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb tense, voice, and mood.</li> <li>Use commas, ellipsis, dashes to signal pauses and/or breaks.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>Use verbs in the active or passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., to emphasize the actor or the action; expressing uncertainty; describing a state contrary to fact).</li> </ul>
9 <sup>th</sup> – 10 <sup>th</sup> Grades	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, prepositional, participial, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and achieve a varied style.</li> <li>Use a semicolon.</li> <li>Use a colon.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>Edit, conforming to a given style guide, such as <i>MLA</i>, <i>Chicago Manual of Style</i>, <i>Turabian</i>.</li> </ul>
11 <sup>th</sup> – 12 <sup>th</sup> Grades	
<b>Conventions of Standard English:</b> <ul style="list-style-type: none"> <li>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>Resolve issues of complex and contested usage, consulting references.</li> <li>Demonstrate commands of the rules of standard English capitalization, punctuation, and spelling in writing.</li> <li>Observe the rules of hyphenation.</li> </ul>	<b>Knowledge of Language:</b> <ul style="list-style-type: none"> <li>Vary syntax for effect, consulting references (Tufte's <i>Artful Sentences</i>) as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>

## Appendix D

### Instructional Planning Resource

<b>School:</b>		<b>Teacher:</b>	
<b>Subject/Course:</b>		<b>Time required:</b>	

<b>Benchmark:</b>		
<b>Learning Target:</b>	<b>Standard Reference:</b>	
	<b>Tech Standard Reference:</b>	
	<b>Cross-Curricular Standard Reference:</b>	
<b>Formative Assessment:</b> <input type="checkbox"/> Oral <input type="checkbox"/> Written <input type="checkbox"/> Product <input type="checkbox"/> Performance		
<b>Criterion:</b>		

Context (Relevancy) :		
Teacher Methods	Student Activities	Resources
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Intervention	Enrichment