

**State College Area School District
Curriculum Office**

VI-B1

TO: Dr. Robert O'Donnell
FROM: Deirdre Bauer, Jacquelyn Martin, and Christine Merritt
DATE: June 22, 2016
RE: K-12 ELA Curriculum Request for Approval

The ELA curriculum committee began its work in the fall of 2013 where we mapped standards from K-12 and created grade level bands. From there, small groups of curriculum writers worked together to create curriculum documents using an Understanding by Design framework based on the K-12 PA Academic Standards.

The PA Academic Standards in conjunction with an Understanding by Design framework provide for the K-12 coherence we desire to support a child's journey through our school district. The K-6 ELA writing units were framed around the three types of writing identified in the standards: narrative, informational, and opinion/argument and were written with the same unit names to build a writing strand across grades. The K-6 reading were written in a way to provide a spiraling approach to teaching and learning by including two literature and two nonfiction units that include the same content but allow for teachers to build on students' learning from the first unit to the second of the same genre. The final reading unit includes standards for literature and nonfiction to support students making connections across types of text. The K-6 reading and writing units begin with a launch unit that supports our workshop framework and teaches students our expectations for literacy learning.

The 7-12 ELA units were created by identifying focus standards at each grade level within the PA Core Standards. The units are organized around themes that are aligned with developmentally appropriate texts. Each course has a selection of fiction and nonfiction texts along with student choice reading, writing and research projects.

Committee members attended professional development through the University of Virginia and had several opportunities to interact with faculty such as Dr. Carol Ann Tomlinson and Dr. Jessica Hockett. In addition, in the fall of 2014, Drs. Catherine Brighton and Jessica Hockett spent two days with our ELA curriculum committee to support our unit mapping and curriculum writing process. Dr. Hockett has been an ongoing consultant to our work and has offered support, suggestions, and materials throughout this process.

Ongoing research and professional development was a part of our curriculum writing and will continue to be a part of our implementation process as we consult with experts in the field at Penn State, Teachers College at Columbia University, and UVA.

K-12 English Language Arts Scope and Sequence



Table of Contents

Kindergarten Writing.....	3
First Grade Writing.....	4
Second Grade Writing.....	6
Third Grade Writing.....	7
Fourth Grade Writing.....	9
Fifth Grade Writing.....	11
Sixth Grade Writing.....	13
Kindergarten Reading.....	15
First Grade Reading.....	18
Second Grade Reading.....	21
Third Grade Reading.....	24
Fourth Grade Reading.....	28
Fifth Grade Reading.....	32
Sixth Grade Reading.....	36
Seventh Grade English Language Arts.....	40
Eighth Grade English Language Arts.....	42
Ninth Grade English Language Arts.....	44
Tenth Grade English Language Arts.....	46
Eleventh Grade English Language Arts.....	48
Advanced Placement English.....	50
Twelfth Grade English Language Arts.....	52
College Prep English 12.....	54
Modern Classics.....	56
Science Fiction and Fantasy Literature.....	58
Film and Media Studies.....	59
Speech and Debate.....	60
College Writing.....	61
Creative Writing.....	63
Advanced Placement Literature and Composition.....	64
Introduction to Theatre.....	66
Journalism 1 & 2.....	66

Grades K-6 Writing

Grade K Writing Course Description:

Kindergarten students begin to experience the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Early efforts with writing include drawing, talking, dictating, and writing as students transition to using more writing throughout the year. Kindergarten students also begin to use writing (talking, drawing, dictating, writing) as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Mentor texts play a key role in providing models during shared writing and independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.4.K.X Write routinely over short time frames.

Unit 2 Our Lives Are Stories: Narrative Writing Standards

CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

CC.1.4.K.N Establish who and what the narrative will be about.

CC.1.4.K.O Describe experiences and events.

CC.1.4.K.P Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing Standards

CC.1.4.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.

CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

CC.1.4.K.D Make logical connections between drawing and dictation/writing.

CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.

Unit 4 Understanding Empowers People: Opinion Writing Standards

CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

CC.1.4.K.H Form an opinion by choosing between two given topics.

CC.1.4.K.I Support the opinion with reasons.

CC.1.4.K.J Make logical connections between drawing and writing.

Writing Standards Across Units

CC.1.4.K Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.

CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.K.X Write routinely over short time frames.

Grade 1 Writing Course Description:

First grade students begin to experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as first grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. First grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.4.1.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing Standards

CC.1.4.1.M Write narratives to develop real or imagined experiences or events.

CC.1.4.1.N Establish who and what the narrative will be about.

CC.1.4.1.O Include thoughts and feelings to describe experiences and events.

CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q Use a variety of words and phrases.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing Standards

CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.

CC.1.4.1.B Identify and write about one specific topic.

CC.1.4.1.C Develop the topic with two or more facts.

CC.1.4.1.D Group information and provide some sense of closure.

CC.1.4.1.E Choose words and phrases for effect.

Unit 4 Understanding Empowers People: Opinion Writing Standards

CC.1.4.1.G Write opinion pieces on familiar topics

CC.1.4.1.H Form an opinion by choosing among given topics.

CC.1.4.1.I Support the opinion with reasons related to the opinion.

CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.

CC.1.4.1.K Use a variety of words and phrases.

Unit 5 Our Lives Are Stories: Narrative Writing (Revisit through Fairy Tales) Standards

CC.1.4.1.M Write narratives to develop real or imagined experiences or events.

CC.1.4.1.N Establish who and what the narrative will be about.

CC.1.4.1.O Include thoughts and feelings to describe experiences and events.

CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

CC.1.4.1.Q Use a variety of words and phrases.

Writing Standards Across Units

CC.1.4.1 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.1.V Participate in individual or shared research projects.

CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.1.X 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.

Grade 2 Writing Course Description:

Second grade students continue to experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as second grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. Second grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.4.2.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing**Standards**

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q Choose words and phrases for effect.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing**Standards**

CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B Identify and introduce the topic.

CC.1.4.2.C Develop the topic with facts and/or definitions.

CC.1.4.2.D Group information and provide a concluding statement or section.

CC.1.4.2.E Choose words and phrases for effect.

Unit 4 Understanding Empowers People: Opinion Writing**Standards**

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

CC.1.4.2.H Identify the topic and state an opinion.

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

Writing Standards Across Units

CC.1.4.2 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.2.V Participate in individual or shared research projects.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X 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.

Grade 3 Writing Course Description:

Third grade students experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as third grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. Third grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Students also begin to use evidence from the text as a part of their analysis reflected in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.4.3.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing**Standards**

CC.1.4.3.M Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

CC.1.4.3.Q Choose words and phrases for effect.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing**Standards**

CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

CC.1.4.3.E Choose words and phrases for effect.

Unit Understanding Empowers People: Opinion Writing**Standards**

CC.1.4.3.G Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.

Writing Standards Across Units

CC.1.4.3 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.3.T With guidance and support from adults and peers, develop and strengthen writing as needed by revising and editing.

CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CC.1.4.3.V Conduct short research projects that build knowledge about a topic.

CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CC.1.4.3.X 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.

Grade 4 Writing Course Description:

Fourth grade students experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as fourth grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. Fourth grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Students continue to build on their ability to use evidence from the text as a part of their analysis reflected in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy**Standards**

1.4.4.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing**Standards**

CC.1.4.4.M Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.4.P Organize an event sequence that unfolds naturally of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.Q Choose words and phrases to convey ideas precisely.

Unit 3 Understanding Empowers People: Opinion Writing**Standards**

CC.1.4.4.G Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.1.4.4.H Introduce the topic and state an opinion on the topic.

CC.1.4.4.I Provide reasons that are supported by facts and details.

CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.4.K Choose words and phrases to convey ideas precisely.

Unit 4 Gain and Share Knowledge: Informative/Explanatory Writing**Standards**

CC.1.4.4.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.4.B Identify and introduce the topic clearly.

CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.E Use precise language and domain-specific vocabulary to inform about or explain the topic.

Writing Standards Across Units

CC.1.4.4 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (See conventions scope and sequence for specific grade level expectations.)

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.4.T With guidance and support from adults and peers, develop and strengthen writing as needed by revising and editing.

CC.1.4.4.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.4.V Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.W Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.1.4.4.X 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.

Grade 5 Writing Course Description:

Fifth grade students experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as fifth grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. Fifth grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Students continue to build on their ability to use evidence from the text as a part of their analysis reflected in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy**Standards**

1.4.5.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing**Standards**

CC.1.4.5.M Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing**Standards**

CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.5.D Group related information logically, linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

Unit 4 Understanding Empowers People: Opinion Writing**Standards**

CC.1.4.5.G Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Writing Standards Across Units

CC.1.4.5 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.4.5.T With guidance and support from adults and peers, develop and strengthen writing as needed by revising and editing, rewriting, or trying a new approach.

CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CC.1.4.5.X 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.

Grade 6 Writing Course Description:

Sixth grade students experience increasing complexity in the following three types of writing: narrative, informative, and opinion. Students experience the writing process of planning, drafting, revising, editing, and sharing/publishing through writer's workshop which includes a mini-lesson, writing time (writing, conferring, peer work), and sharing. Conversations about writing are framed by essential questions and mini-lessons support what students need to know, do, and understand as sixth grade writers. Writing for research is embedded in each type of writing. Students apply conventions through the editing component of writer's workshop. Sixth grade students also use writing as a response to reading through read alouds, small group and independent reading using evidence from the text to support ideas in their writing. Students build on their ability to use evidence from the text as a part of their analysis reflected in their writing. Mentor texts play a key role in providing models during independent writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy**Standards**

1.4.6.X 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.

Unit 2 Our Lives Are Stories: Narrative Writing**Standards**

CC.1.4.6.M Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.

CC.1.4.6.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CC.1.4.6.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Use precise language.
- Develop and maintain a consistent voice.

Unit 3 Gain and Share Knowledge: Informative/Explanatory Writing**Standards**

CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.6.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

Unit 4 Understanding Empowers People: Opinion Writing**Standards**

CC.1.4.6.G Write arguments to support claims with clear reasons and relevant evidence.

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
Establish and maintain a formal style.

Writing Standards Across Units

CC.1.4.6 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- See conventions scope and sequence for specific grade level expectations.

CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.6.T With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing, rewriting, or trying a new approach.

CC.1.4.6.U Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CC.1.4.6.W Recall relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CC.1.4.6.X 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.

ELA Units Grades K-6: Reading

Grade K Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and develop their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

Kindergarten children will work through a progression of independent reading of pictures and retelling of familiar stories, to a more conventional reader of text. At the kindergarten level there is also a strong emphasis on developing foundational skills to support reading fluency and comprehension. As developing readers, students will learn strategies to support their reading fluency and accuracy skills throughout the year. When they engage in reading literature and nonfiction texts through read alouds, shared reading, and individual reading, they will explore ideas and concepts by reflecting, inquiring, collaborating, and researching about these ideas and concepts. Much of this early learning is grounded in conversations guided by our Speaking and Listening Scope and Sequence as well as through responding to text gradually transitioning from pictures to words and sentences as students are ready.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.3.K.K Actively engage in group reading activities with purpose and understanding.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

1.3.K.A - Theme - With prompting and support, retell familiar stories including key details.

1.3.K.B - Text Analysis - Answer questions about key details in a text.

1.3.K.C - Literary Elements - With prompting and support, identify characters, settings, and major events in a story.

1.3.K.D - Point of View - Name the author and illustrator of a story and define the role of each in telling the story.

1.3.K.E - Text and Structure -Recognize common types of text.

1.3.K.F - Vocabulary - Ask and answer questions about unknown words in a text.

1.3.K.G - Sources of Information - Make connections between the illustrations and the text in a story (read or read aloud).

1.3.K.H - Text Analysis - Compare and contrast the adventures and experiences of characters in familiar stories.

1.3.K.I- Strategies - Determine or clarify the meaning of unknown or multiple- meaning words and phrases based upon grade-level reading and content.

1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Unit 3 Nonfiction: Learning about Myself and the World Standards

1.2.K.A Main Idea - With prompting and support, identify the main idea and retell key details of text.

1.2.K.B Text Analysis - With prompting and support, answer questions about key details in a text.

1.2.K.C Text Analysis - With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

1.2.K.E Text Structure Identify parts of a book (title, author) and parts of a text (beginning, end, details).

1.2.K.F Vocabulary - With prompting and support, ask and answer questions about unknown words in a text.

1.2.K.G Diverse Media - Answer questions to describe the relationship between illustrations and the text in which they appear.

1.2.K.H Evaluating Arguments - With prompting and support, identify the reasons an author gives to support points in a text.

1.2.K.I Analysis Across Texts - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

- 1.3.K.A - Theme - With prompting and support, retell familiar stories including key details.
- 1.3.K.B - Text Analysis - Answer questions about key details in a text.
- 1.3.K.C - Literary Elements - With prompting and support, identify characters, settings, and major events in a story.
- 1.3.K.D - Point of View - Name the author and illustrator of a story and define the role of each in telling the story.
- 1.3.K.E - Text and Structure -Recognize common types of text.
- 1.3.K.F - Vocabulary - Ask and answer questions about unknown words in a text.
- 1.3.K.G - Sources of Information - Make connections between the illustrations and the text in a story (read or read aloud).
- 1.3.K.H - Text Analysis - Compare and contrast the adventures and experiences of characters in familiar stories.
- 1.3.K.I- Strategies - Determine or clarify the meaning of unknown or multiple- meaning words and phrases based upon grade-level reading and content.
- 1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

- 1.2.K.A Main Idea - With prompting and support, identify the main idea and retell key details of text.
- 1.2.K.B Text Analysis - With prompting and support, answer questions about key details in a text.
- 1.2.K.C Text Analysis - With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
- 1.2.K.E Text Structure Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- 1.2.K.F Vocabulary - With prompting and support, ask and answer questions about unknown words in a text.
- 1.2.K.G Diverse Media - Answer questions to describe the relationship between illustrations and the text in which they appear.
- 1.2.K.H Evaluating Arguments - With prompting and support, identify the reasons an author gives to support points in a text.
- 1.2.K.I Analysis Across Texts - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- 1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- 1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

- 1.3.K.A - Theme - With prompting and support, retell familiar stories including key details.
 - 1.3.K.B - Text Analysis - Answer questions about key details in a text.
 - 1.3.K.C - Literary Elements - With prompting and support, identify characters, settings, and major events in a story.
 - 1.3.K.D - Point of View - Name the author and illustrator of a story and define the role of each in telling the story.
 - 1.3.K.E - Text and Structure -Recognize common types of text.
 - 1.3.K.F - Vocabulary - Ask and answer questions about unknown words in a text.
 - 1.3.K.G - Sources of Information - Make connections between the illustrations and the text in a story (read or read aloud).
 - 1.3.K.H - Text Analysis - Compare and contrast the adventures and experiences of characters in familiar stories.
 - 1.3.K.I- Strategies - Determine or clarify the meaning of unknown or multiple- meaning words and phrases based upon grade-level reading and content.
 - 1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
-
- 1.2.K.A Main Idea - With prompting and support, identify the main idea and retell key details of text.
 - 1.2.K.B Text Analysis - With prompting and support, answer questions about key details in a text.
 - 1.2.K.C Text Analysis - With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.
 - 1.2.K.E Text Structure Identify parts of a book (title, author) and parts of a text (beginning, end, details).
 - 1.2.K.F Vocabulary - With prompting and support, ask and answer questions about unknown words in a text.
 - 1.2.K.G Diverse Media - Answer questions to describe the relationship between illustrations and the text in which they appear.

- 1.2.K.H Evaluating Arguments - With prompting and support, identify the reasons an author gives to support points in a text.
- 1.2.K.I Analysis Across Texts - With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.
- 1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- 1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Speaking and Listening Standards Across Units and Content

- 1.5.K.A Collaborative Discussion - Participate in collaborative conversations with peers and adults in small and larger groups.
- 1.5.K.B Critical Listening - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.5.K.C Evaluating Information - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- 1.5.K.D Purpose, Audience, and Task - Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.
- 1.5.K.E Context - Speak audibly and express thoughts, feelings, and ideas clearly.
- 1.5.K.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

Foundational Skills Standards Included in Each Unit

CC.1.1.K.A Utilize book handling skills.

CC.1.1.K.B Print Concepts

- Demonstrate understanding of the organization and basic features of print.
- Follow words left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all uppercase and lowercase letters of the alphabet.

CC.1.1.K.C Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.

CC.1.1.K.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read grade-level high-frequency sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

CC.1.1.K.E Fluency

- Read emergent-reader text with purpose and understanding.

Grade 1 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and develop their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As first grade students engage in reading literature and nonfiction texts more independently, they will explore ideas and concepts by reflecting, inquiring, collaborating, and researching about these ideas and concepts. As developing readers, students will learn strategies to support their reading fluency and accuracy skills. These skills will continue to be a focus throughout first grade as students access more challenging text. Much of this learning will continue to be grounded in conversations guided by our Speaking and Listening Scope and Sequence as well as through responding to text gradually transitioning from pictures to words and sentences.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.

1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

1.3.1.A - Theme - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.3.1.B - Text Analysis - Ask and answer questions about key details in a text.

1.3.1.C - Literary Elements - Describe characters, settings, and major events in a story, using key details.

1.3.1.D - Point of View - Identify who is telling the story at various points in a text.

1.3.1.E - Text and Structure - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

1.3.1.F - Vocabulary - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.3.1.G - Sources of Information - Use illustrations and details in a story to describe characters, setting, or events.

1.3.1.H - Text Analysis - Compare and contrast the adventures and experiences of characters in stories.

1.3.1.I- Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Unit 3 Nonfiction: Learning about Myself and the World Standards

1.2.1.A Main Idea - Identify the main idea and retell key details of text.

1.2.1.B Text Analysis - Ask and answer questions about key details in a text.

1.2.1.C Text Analysis - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.2.1.E Text Structure - Use various text features and search tools to locate key facts or information in a text.

1.2.1.F Vocabulary - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.2.1.G Diverse Media - Use the illustrations and details in a text to describe its key ideas.

1.2.1.H Evaluating Arguments - Identify the reasons an author gives to support points in a text.

1.2.1.I Analysis Across Texts - Identify basic similarities in and differences between two texts on the same topic.

1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

- 1.3.1.A - Theme - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.3.1.B - Text Analysis - Ask and answer questions about key details in a text.
- 1.3.1.C - Literary Elements - Describe characters, settings, and major events in a story, using key details.
- 1.3.1.D - Point of View - Identify who is telling the story at various points in a text.
- 1.3.1.E - Text and Structure - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
- 1.3.1.F - Vocabulary - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.3.1.G - Sources of Information - Use illustrations and details in a story to describe characters, setting, or events.
- 1.3.1.H - Text Analysis - Compare and contrast the adventures and experiences of characters in stories.
- 1.3.1.I- Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
- 1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

- 1.2.1.A Main Idea - Identify the main idea and retell key details of text.
- 1.2.1.B Text Analysis - Ask and answer questions about key details in a text.
- 1.2.1.C Text Analysis - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.2.1.E Text Structure - Use various text features and search tools to locate key facts or information in a text.
- 1.2.1.F Vocabulary - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.2.1.G Diverse Media - Use the illustrations and details in a text to describe its key ideas.
- 1.2.1.H Evaluating Arguments - Identify the reasons an author gives to support points in a text.
- 1.2.1.I Analysis Across Texts - Identify basic similarities in and differences between two texts on the same topic.
- 1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
- 1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

- 1.3.1.A - Theme - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - 1.3.1.B - Text Analysis - Ask and answer questions about key details in a text.
 - 1.3.1.C - Literary Elements - Describe characters, settings, and major events in a story, using key details.
 - 1.3.1.D - Point of View - Identify who is telling the story at various points in a text.
 - 1.3.1.E - Text and Structure - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
 - 1.3.1.F - Vocabulary - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - 1.3.1.G - Sources of Information - Use illustrations and details in a story to describe characters, setting, or events.
 - 1.3.1.H - Text Analysis - Compare and contrast the adventures and experiences of characters in stories.
 - 1.3.1.I- Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
 - 1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
-
- 1.2.1.A Main Idea - Identify the main idea and retell key details of text.
 - 1.2.1.B Text Analysis - Ask and answer questions about key details in a text.
 - 1.2.1.C Text Analysis - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - 1.2.1.E Text Structure - Use various text features and search tools to locate key facts or information in a text.
 - 1.2.1.F Vocabulary - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - 1.2.1.G Diverse Media - Use the illustrations and details in a text to describe its key ideas.
 - 1.2.1.H Evaluating Arguments - Identify the reasons an author gives to support points in a text.
 - 1.2.1.I Analysis Across Texts - Identify basic similarities in and differences between two texts on the same topic.
 - 1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts,

including words that signal connections and relationships between the words and phrases.

1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

Speaking and Listening Standards Across Units and Content

1.5.1.A Collaborative Discussion - Participate in collaborative conversations with peers and adults in small and larger groups.

1.5.1.B Critical Listening - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1.5.1.C Evaluating Information - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.5.1.D Purpose, Audience, and Task - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.5.1.E Context - Produce complete sentences when appropriate to task and situation.

1.5.1.F Multimedia - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

1.5.1.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 1 level and content.

Foundational Skills Standards Included in Each Unit

CC.1.1.1.B Print Concepts

- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.

CC.1.1.1.C Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Count, pronounce, blend, and segment syllables in spoken and written words.
- Orally produce single-syllable words, including consonant blends and digraphs.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC.1.1.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify common consonant digraphs, final-e, and common vowel teams.
- Decode one- and two-syllable words with common patterns.
- Read grade-level words with inflectional endings.
- Read grade-appropriate irregularly spelled words.

CC.1.1.1.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 2 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and expand their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As second grade students begin to read more complex literature and nonfiction texts, they will explore ideas and concepts by reflecting, inquiring, collaborating, and researching about these ideas and concepts. Strategies to support reading fluency and accuracy will be revisited as students access more challenging texts. Much of this learning will continue to be grounded in conversations guided by our Speaking and Listening Scope and Sequence as well as through responding to text through writing. During second grade there continues to be an emphasis on developing foundational skills to support reading fluency and comprehension for students who need additional time in mastering these skills.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

1.2.2.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

1.3.2.A - Theme - Recount stories and determine their central message, lesson, or moral.

1.3.2.B - Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.3.2.C - Literary Elements - Describe how characters in a story respond to major events and challenges.

1.3.2.D - Point of View - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

1.3.2.E - Text and Structure - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

1.3.2.F - Vocabulary - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

1.3.2.G - Sources of Information - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

1.3.2.H - Text Analysis - Compare and contrast two or more versions of the same story by different authors or from different cultures.

1.3.2.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Unit 3 Nonfiction: Learning about Myself and the World Standards

1.2.2.A Main Idea - Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

1.2.2.B Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.2.2.C Text Analysis - Describe the connection between a series of events, concepts, or steps in a procedure within a text.

1.2.2.E Text Structure - Use various text features and search tools to locate key facts or information in a text efficiently.

1.2.2.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

1.2.2.G Diverse Media - Explain how graphic representations contribute to and clarify a text.

1.2.2.H Evaluating Arguments - Describe how reasons support specific points the author makes in a text

1.2.2.I Analysis Across Texts - Compare and contrast the most important points presented by two texts on the same

topic.

1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

1.3.2.A - Theme - Recount stories and determine their central message, lesson, or moral.

1.3.2.B - Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.3.2.C - Literary Elements - Describe how characters in a story respond to major events and challenges.

1.3.2.D - Point of View - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

1.3.2.E - Text and Structure - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

1.3.2.F - Vocabulary - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

1.3.2.G - Sources of Information - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

1.3.2.H - Text Analysis - Compare and contrast two or more versions of the same story by different authors or from different cultures.

1.3.2.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

1.2.2.A Main Idea - Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

1.2.2.B Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.2.2.C Text Analysis - Describe the connection between a series of events, concepts, or steps in a procedure within a text.

1.2.2.E Text Structure - Use various text features and search tools to locate key facts or information in a text efficiently.

1.2.2.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

1.2.2.G Diverse Media - Explain how graphic representations contribute to and clarify a text.

1.2.2.H Evaluating Arguments - Describe how reasons support specific points the author makes in a text

1.2.2.I Analysis Across Texts - Compare and contrast the most important points presented by two texts on the same topic.

1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

1.3.2.A - Theme - Recount stories and determine their central message, lesson, or moral.

1.3.2.B - Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.3.2.C - Literary Elements - Describe how characters in a story respond to major events and challenges.

1.3.2.D - Point of View - Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

1.3.2.E - Text and Structure - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

1.3.2.F - Vocabulary - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

1.3.2.G - Sources of Information - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

1.3.2.H - Text Analysis - Compare and contrast two or more versions of the same story by different authors or from different cultures.

1.3.2.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

- 1.2.2.A Main Idea - Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
- 1.2.2.B Text Analysis - Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 1.2.2.C Text Analysis - Describe the connection between a series of events, concepts, or steps in a procedure within a text.
- 1.2.2.E Text Structure - Use various text features and search tools to locate key facts or information in a text efficiently.
- 1.2.2.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
- 1.2.2.G Diverse Media - Explain how graphic representations contribute to and clarify a text.
- 1.2.2.H Evaluating Arguments - Describe how reasons support specific points the author makes in a text
- 1.2.2.I Analysis Across Texts - Compare and contrast the most important points presented by two texts on the same topic.
- 1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- 1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

Speaking and Listening Standards Across Units and Content

- 1.5.2.A Collaborative Discussion - Participate in collaborative conversations with peers and adults in small and larger groups.
- 1.5.2.B Critical Listening - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 1.5.2.C Evaluating Information - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- 1.5.2.D Purpose, Audience, and Task - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 1.5.2.E Context - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 1.5.2.F Multimedia - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
- 1.5.2.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.

Foundational Skills Standards Included in Each Unit

CC.1.1.2.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Decode two-syllable words with long vowels and words with common prefixes and suffixes.
- Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade-appropriate irregularly spelled words.

CC.1.1.2.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and expand their identity as a reader as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As third grade students move into reading more complex literature and nonfiction texts, they will explore ideas and concepts in texts by reflecting, inquiring, collaborating, and researching about these ideas and concepts reading closely, analyzing text, and responding to text. Unit instruction will focus on specific goals that support the Standards for Literature and Informational Texts, as well as goals to support fluency and accuracy as needed. Students will begin to apply more critical thinking strategies to unpack and understand a variety of texts. Learning will continue to be grounded in conversations guided by our Speaking and Listening scope and sequence as well as through responding to text orally and in writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy

1.3.3.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories**Standards**

1.3.3.A - Theme - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

1.3.3.B Text Analysis - Ask and answer questions about the text and make inferences from text, referring to text to support responses.

1.3.3.C - Literary Elements - Describe characters in a story and explain how their actions contribute to the sequence of events.

1.3.3.D - Point of View - Explain the point of view of the author.

1.3.3.E - Text and Structure - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.

1.3.3.F- Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

1.3.3.G - Sources of Information - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

1.3.3.H - Text Analysis - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar stories.

1.3.3.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Unit 3 Nonfiction: Learning about Myself and the World**Standards**

1.2.3.A Main Idea - Determine the main idea of a text; recount the key details and explain how they support the main idea.

1.2.3.B Text Analysis - Ask and answer questions about the text and make inferences from text; refer to text to support responses.

1.2.3.C Text Analysis - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

1.2.3.D Point of View - Explain the point of view of the author.

1.2.3.E Text Structure - Use text features and search tools to locate and interpret information.

1.2.3.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

1.2.3.G Diverse Media - Use information gained from text features to demonstrate understanding of a text.

- 1.2.3.H Evaluating Arguments - Describe how an author connects sentences and paragraphs in a text to support particular points.
- 1.2.3.I Analysis Across Texts - Compare and contrast the most important points and key details presented in two texts on the same topic.
- 1.2.3.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- 1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Unit 4 Literature: Understanding Myself and Others through Stories
Standards**

- 1.3.3.A - Theme - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- 1.3.3.B Text Analysis - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- 1.3.3.C - Literary Elements - Describe characters in a story and explain how their actions contribute to the sequence of events.
- 1.3.3.D - Point of View - Explain the point of view of the author.
- 1.3.3.E - Text and Structure - Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
- 1.3.3.F- Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- 1.3.3.G - Sources of Information - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 1.3.3.H - Text Analysis - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar stories.
- 1.3.3.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Unit 5 Nonfiction: Learning about Myself and the World
Standards**

- 1.2.3.A Main Idea - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 1.2.3.B Text Analysis - Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- 1.2.3.C Text Analysis - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.
- 1.2.3.D Point of View - Explain the point of view of the author.
- 1.2.3.E Text Structure - Use text features and search tools to locate and interpret information.
- 1.2.3.F Vocabulary - Determine the meaning of words and phrases as they are used in grade- level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- 1.2.3.G Diverse Media - Use information gained from text features to demonstrate understanding of a text.
- 1.2.3.H Evaluating Arguments - Describe how an author connects sentences and paragraphs in a text to support particular points.
- 1.2.3.I Analysis Across Texts - Compare and contrast the most important points and key details presented in two texts on the same topic.
- 1.2.3.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- 1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know
Standards**

- 1.3.3.A - Theme - Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.
- 1.3.3.B Text Analysis - Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- 1.3.3.C - Literary Elements - Describe characters in a story and explain how their actions contribute to the sequence of events.
- 1.3.3.D - Point of View - Explain the point of view of the author.
- 1.3.3.E - Text and Structure - Refer to parts of texts when writing or speaking about a text using such terms as chapter,

scene, and stanza and describe how each successive part builds upon earlier sections.

1.3.3.F- Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

1.3.3.G - Sources of Information - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

1.3.3.H - Text Analysis - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar stories.

1.3.3.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

1.2.3.A Main Idea - Determine the main idea of a text; recount the key details and explain how they support the main idea.

1.2.3.B Text Analysis - Ask and answer questions about the text and make inferences from text; refer to text to support responses.

1.2.3.C Text Analysis - Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

1.2.3.D Point of View - Explain the point of view of the author.

1.2.3.E Text Structure - Use text features and search tools to locate and interpret information.

1.2.3.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.

1.2.3.G Diverse Media - Use information gained from text features to demonstrate understanding of a text.

1.2.3.H Evaluating Arguments - Describe how an author connects sentences and paragraphs in a text to support particular points.

1.2.3.I Analysis Across Texts - Compare and contrast the most important points and key details presented in two texts on the same topic.

1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Speaking and Listening Standards Across Units and Content Standards

1.5.3.A Collaborative Discussion - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

1.5.3.B Critical Listening - Determine the main ideas or supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

1.5.3.C Evaluating Information - Ask and answer questions about information from a speaker, offering appropriate detail.

1.5.3.D Purpose, Audience, and Task - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing and clear pronunciation.

1.5.3.E Context - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

1.5.3.F Multimedia - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

1.5.3.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 3 level and content.

Foundational Skills Standards Included in Each Unit Standards

CC.1.1.3.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
- Decode words with common Latin suffixes.
- Decode multisyllable words.
- Read grade-appropriate irregularly spelled words.

CC.1.1.3.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.

- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 4 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and expand their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As fourth grade students move into reading more complex literature and nonfiction texts, they will explore ideas and concepts in texts by reflecting, inquiring, collaborating, and researching about these ideas and concepts reading closely, analyzing text, and responding to text. Unit instruction will focus on specific goals that support the Standards for Literature and Informational Texts, as well as goals to support fluency and accuracy as needed. Students will begin to apply more critical thinking strategies to unpack and understand a variety of texts. Learning will continue to be grounded in conversations guided by our Speaking and Listening scope and sequence as well as through responding to text orally and in writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.3.4.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.2.4.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

1.3.4.A - Theme - Determine a theme of a text from details in the text; summarize the text.

1.3.4.B - Text Analysis - Cite relevant details from text to support what the text says explicitly and make inferences.

1.3.4.C - Literary Elements - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

1.3.4.D - Point of View - Compare and contrast an event or topic told from two different points of view.

1.3.4.E - Text and Structure - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

1.3.4.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

1.3.4.G - Sources of Information - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

1.3.4.H - Text Analysis - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

1.3.4.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Unit 3 Nonfiction: Learning about Myself and the World Standards

1.2.4.A Main Idea - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

1.2.4.B Text Analysis - Refer to details and examples in text to support what the text says explicitly and make inferences.

1.2.4.C Text Analysis - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

1.2.4.D Point of View - Compare and contrast an event or topic told from two different points of view.

1.2.4.E Text Structure - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

1.2.4.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including

figurative language.

1.2.4.G Diverse Media - Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

1.2.4.H Evaluating Arguments - Explain how an author uses reasons and evidence to support particular points in a text.

1.2.4.I Analysis Across Texts - Integrate information from two texts on the same topic to demonstrate understanding of that topic.

1.2.4.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

1.3.4.A - Theme - Determine a theme of a text from details in the text; summarize the text.

1.3.4.B - Text Analysis - Cite relevant details from text to support what the text says explicitly and make inferences.

1.3.4.C - Literary Elements - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

1.3.4.D - Point of View - Compare and contrast an event or topic told from two different points of view.

1.3.4.E - Text and Structure - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

1.3.4.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

1.3.4.G - Sources of Information - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

1.3.4.H - Text Analysis - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

1.3.4.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

1.2.4.A Main Idea - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

1.2.4.B Text Analysis - Refer to details and examples in text to support what the text says explicitly and make inferences.

1.2.4.C Text Analysis - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

1.2.4.D Point of View - Compare and contrast an event or topic told from two different points of view.

1.2.4.E Text Structure - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

1.2.4.F Vocabulary - Determine the meaning of words and phrases as they are used in grade- level text, including figurative language.

1.2.4.G Diverse Media - Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.

1.2.4.H Evaluating Arguments - Explain how an author uses reasons and evidence to support particular points in a text.

1.2.4.I Analysis Across Texts - Integrate information from two texts on the same topic to demonstrate understanding of that topic.

1.2.4.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

1.3.4.A - Theme - Determine a theme of a text from details in the text; summarize the text.

1.3.4.B - Text Analysis - Cite relevant details from text to support what the text says explicitly and make inferences.

- 1.3.4.C - Literary Elements - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- 1.3.4.D - Point of View - Compare and contrast an event or topic told from two different points of view.
- 1.3.4.E - Text and Structure - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.
- 1.3.4.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- 1.3.4.G - Sources of Information - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- 1.3.4.H - Text Analysis - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.
- 1.3.4.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

- 1.2.4.A Main Idea - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 1.2.4.B Text Analysis - Refer to details and examples in text to support what the text says explicitly and make inferences.
- 1.2.4.C Text Analysis - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- 1.2.4.D Point of View - Compare and contrast an event or topic told from two different points of view.
- 1.2.4.E Text Structure - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- 1.2.4.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.
- 1.2.4.G Diverse Media - Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
- 1.2.4.H Evaluating Arguments - Explain how an author uses reasons and evidence to support particular points in a text.
- 1.2.4.I Analysis Across Texts - Integrate information from two texts on the same topic to demonstrate understanding of that topic.
- 1.2.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- 1.2.4.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Speaking and Listening Standards Across Units and Content Standards

- 1.5.4.A Collaborative Discussion - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- 1.5.4.B Critical Listening - Paraphrase portions of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- 1.5.4.C Evaluating Information - Identify the reasons and evidence a speaker provides to support particular points.
- 1.5.4.D Purpose, Audience, and Task - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing and clear pronunciation.
- 1.5.4.E Context - Differentiate between contexts that require formal English versus informal situations.
- 1.5.4.F Multimedia - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 1.5.4.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 4 level and content.

Foundational Skills Standards Included in Each Unit Standards

CC.1.1.4.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read

accurately unfamiliar multisyllabic words.

CC.1.1.4.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 5 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and expand their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As fifth grade students move into reading more complex literature and nonfiction texts, they will explore ideas and concepts in texts by reflecting, inquiring, collaborating, and researching about these ideas and concepts reading closely, analyzing text, and responding to text. Unit instruction will focus on specific goals that support the Standards for Literature and Informational Texts, as well as goals to support fluency and accuracy as needed. Students will begin to apply more critical thinking strategies to unpack and understand a variety of texts. Learning will continue to be grounded in conversations guided by our Speaking and Listening scope and sequence as well as through responding to text orally and in writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.2.5.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

1.3.5.A - Theme - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

1.3.5.B - Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

1.3.5.C - Literary Elements - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

1.3.5.D - Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

1.3.5.E - Text and Structure - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

1.3.5.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

1.3.5.G - Sources of Information - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

1.3.5.H - Text Analysis - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

1.3.5.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Unit 3 Nonfiction: Learning about Myself and the World Standards

1.2.5.A Main Idea - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

1.2.5.B Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

1.2.5.C Text Analysis - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

1.2.5.D Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- 1.2.5.E Text Structure - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- 1.2.5.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including interpretation of figurative language.
- 1.2.5.G Diverse Media - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 1.2.5.H Evaluating Arguments -Determine how an author supports particular points in a text through reasons and evidence.
- 1.2.5.I Analysis Across Texts - Integrate information from several texts on the same topic to demonstrate understanding of that topic.
- 1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- 1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

- 1.3.5.A - Theme - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 1.3.5.B - Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- 1.3.5.C - Literary Elements - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- 1.3.5.D - Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 1.3.5.E - Text and Structure -Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 1.3.5.F - Vocabulary -Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- 1.3.5.G - Sources of Information - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 1.3.5.H - Text Analysis - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- 1.3.5.I - Strategies -Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

- 1.2.5.A Main Idea - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- 1.2.5.B Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- 1.2.5.C Text Analysis - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- 1.2.5.D Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 1.2.5.E Text Structure - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- 1.2.5.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including interpretation of figurative language.
- 1.2.5.G Diverse Media - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 1.2.5.H Evaluating Arguments -Determine how an author supports particular points in a text through reasons and evidence.
- 1.2.5.I Analysis Across Texts - Integrate information from several texts on the same topic to demonstrate understanding of that topic.
- 1.2.5.J Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- 1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level

reading and content, choosing flexibly from a range of strategies and tools.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

- 1.3.5.A - Theme - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 1.3.5.B - Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- 1.3.5.C - Literary Elements - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- 1.3.5.D - Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 1.3.5.E - Text and Structure - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 1.3.5.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- 1.3.5.G - Sources of Information - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 1.3.5.H - Text Analysis - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- 1.3.5.I - Strategies - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- 1.2.5.A Main Idea - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- 1.2.5.B Text Analysis - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- 1.2.5.C Text Analysis - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- 1.2.5.D Point of View - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 1.2.5.E Text Structure - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- 1.2.5.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level text including interpretation of figurative language.
- 1.2.5.G Diverse Media - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 1.2.5.H Evaluating Arguments - Determine how an author supports particular points in a text through reasons and evidence.
- 1.2.5.I Analysis Across Texts - Integrate information from several texts on the same topic to demonstrate understanding of that topic.
- 1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- 1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Speaking and Listening Standards Across Units and Content

Standards

- 1.5.5.A Collaborative Discussion - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
- 1.5.5.B Critical Listening - Summarize the main points of written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.
- 1.5.5.C Evaluating Information - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 1.5.5.D Purpose, Audience, and Task - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- 1.5.5.E Context - Adapt speech to a variety of contexts using formal English when appropriate to task and situation.

1.5.5.F Multimedia - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

1.5.5.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 5 level and content.

Foundational Skills Standards Included in Each Unit Standards

CC.1.1.5.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.5.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 6 Reading Course Description:

Students will learn about the structure, expectations and purpose of reader's and writer's workshop as they learn about themselves and others as a community of learners and expand their identity as a reader, as well as develop the understandings, knowledge, and skills to be a proficient life-long reader and writer. Research says, "the amount of time kids spend practicing, on-task, with eyes on print, makes the biggest difference to their success as readers, and across content areas" (Serravallo, 2015). With this goal in mind, the purpose of teaching and learning in reader's and writer's workshop is to cultivate a classroom atmosphere and structure that supports independent reading and writing. Teachers utilize our SCASD Workshop Framework to differentiate teaching and provide respectful tasks that support student learning.

As sixth grade students move into reading more complex literature and nonfiction texts, they will explore ideas and concepts in texts by reflecting, inquiring, collaborating, and researching about these ideas and concepts by reading closely, analyzing text, and responding to text. Unit instruction will focus on specific goals that support the Standards for Literature and Informational Texts, as well as goals to support fluency and accuracy as needed. Students will begin to apply more critical thinking strategies to unpack and understand a variety of texts. Learning will continue to be grounded in conversations guided by our Speaking and Listening scope and sequence as well as through responding to text orally and in writing.

Unit 1 Building A Community of Readers and Writers: Inquiring about Ourselves through Literacy Standards

- 1.3.6.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 1.2.6.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Unit 2 Literature: Understanding Myself and Others through Stories Standards

- 1.3.6.A - Theme - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 1.3.6.B - Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- 1.3.6.C - Literary Elements - Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
- 1.3.6.D - Point of View - Determine an author's purpose in a text and explain how it is conveyed in a text.
- 1.3.6.E - Text and Structure - Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- 1.3.6.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- 1.3.6.G - Sources of Information - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
- 1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- 1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- 1.3.6.J 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.

Unit 3 Nonfiction: Learning about Myself and the World Standards

- 1.2.6.A Main Idea - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 1.2.6.B Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.
- 1.2.6.C Text Analysis - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- 1.2.6.D Point of View - Determine an author's point of view or purpose in a text and explain how it is conveyed in the

text.

1.2.6.E Text Structure - Analyze the author's structure through the use of paragraphs, chapters, or sections.

1.2.6.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.2.6.G Diverse Media - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

1.2.6.H Evaluating Arguments - Evaluate an author's argument by examining claims and determining if they are supported by evidence.

1.2.6.I Analysis Across Texts - Examine how two authors present similar information in different types of text.

1.2.6.J 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.

1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Unit 4 Literature: Understanding Myself and Others through Stories

Standards

1.3.6.A - Theme - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1.3.6.B - Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.3.6.C - Literary Elements - Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

1.3.6.D - Point of View - Determine an author's purpose in a text and explain how it is conveyed in a text.

1.3.6.E - Text and Structure - Analyze how the structure of a text contributes to the development of theme, setting, and plot.

1.3.6.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.3.6.G - Sources of Information - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.

1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.6.J 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.

Unit 5 Nonfiction: Learning about Myself and the World

Standards

1.2.6.A Main Idea - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1.2.6.B Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.2.6.C Text Analysis - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

1.2.6.D Point of View - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

1.2.6.E Text Structure - Analyze the author's structure through the use of paragraphs, chapters, or sections.

1.2.6.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.2.6.G Diverse Media - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

1.2.6.H Evaluating Arguments - Evaluate an author's argument by examining claims and determining if they are supported by evidence.

1.2.6.I Analysis Across Texts - Examine how two authors present similar information in different types of text.

1.2.6.J 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.

1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Unit 6 Literature and Nonfiction: My Reading Life Celebrating What I Know

Standards

1.3.6.A - Theme - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1.3.6.B - Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.3.6.C - Literary Elements - Describe how a particular story's or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

1.3.6.D - Point of View - Determine an author's purpose in a text and explain how it is conveyed in a text.

1.3.6.E - Text and Structure - Analyze how the structure of a text contributes to the development of theme, setting, and plot.

1.3.6.F - Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.3.6.G - Sources of Information - Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.

1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

1.3.6.J 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.

1.2.6.A Main Idea - Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

1.2.6.B Text Analysis - Cite textual evidence to support analysis of what the text says explicitly, as well as inferences and/or generalizations drawn from the text.

1.2.6.C Text Analysis - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

1.2.6.D Point of View - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

1.2.6.E Text Structure - Analyze the author's structure through the use of paragraphs, chapters, or sections.

1.2.6.F Vocabulary - Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

1.2.6.G Diverse Media - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

1.2.6.H Evaluating Arguments - Evaluate an author's argument by examining claims and determining if they are supported by evidence.

1.2.6.I Analysis Across Texts - Examine how two authors present similar information in different types of text.

1.2.6.J 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.

1.2.6.K Determine or clarify the meaning of unknown

and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Speaking and Listening Standards Across Units and Content Standards

1.5.6.A Collaborative Discussion - Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues building on others' ideas and expressing their own clearly.

1.5.6.B Critical Listening - Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

1.5.6.C Evaluating Information - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

1.5.6.D Purpose, Audience, and Task - 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.

1.5.6.E Context - Adapt speech to a variety of contexts and tasks.

1.5.6.F Multimedia - Include multimedia components and visual displays in presentations to clarify information.

1.5.6.G Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Foundational Skills Standards Included in Each Unit Standards

CC.1.1.5.D Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.5.E Fluency

- Read with accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 7 English Language Arts Course Description:

The 7th- grade English program continues to develop students' language arts abilities through a wide range of multilevel activities. Reading instruction focuses on developing skills in reading comprehension and analysis. Students read short stories, novels, myths, legends, and poetry related to a variety of age--appropriate themes. Writing instruction focuses on developing skills in expository, narrative, and argumentative writing. Students continually self-assess their own writing including both timed writing and process writing. Students engage in a range of collaborative discussions in order to improve their thinking, speaking, and listening skills. Student achievement is based on a variety of assessments including projects and writing assignments. While the curriculum across levels is similar, the expectations and emphases may vary. In addition, specific experiences may vary as a result of interdisciplinary projects developed by each team.

Unit 1: The Power of Stories: Myth and Legend**Standards:**

CC.1.3.7. A. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-C.3. 1. Demonstrate understanding of connections within, between, and/or among texts.

CC.1.3.7. F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

CC.1.5.7.A. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit 2: Argument that Provokes Change: Where Do I Stand?**Standards:**

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. (reading)

CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension

CC.1.4.7. F. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Note: See Grade 7 Focus Standards to choose appropriate eligible content)

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. (writing)CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. (writing).

Unit 3: Our Cultural Identity**Standards:**

CC.1.3.7. B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7. D Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CC.1.2.7. D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.1.4.7. F. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Note: See Grade 7 Focus Standards to choose appropriate eligible content)

CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

Unit 4: My Identity as a Reader and Writer

Standards:

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Use precise language.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7. F. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Note: See Grade 7 Focus Standards to choose appropriate eligible content)

CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit 5: Understanding My World: Writing Stories We Wish Existed

Standards:

CC.1.3.7. A. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

CC.1.4.7. F. Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Note: See Grade 7 Focus Standards to choose appropriate eligible content)

CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Grade 8 English Language Arts Course Description:

The 8th- grade English program builds on the language arts skills developed in 7th grade. Students read and critically analyze novels, short stories, plays, poetry, and nonfiction. Writing instruction continues to focus on developing skills in expository, narrative, and argumentative writing. Students will engage in timed writing assessments and process writing that requires them to apply formal instruction in writing strategies, grammar, mechanics, and style. Discussions and presentations are designed to strengthen speaking and listening skills. Student achievement is assessed through teacher-prepared assessments such as writing portfolios, conferencing, group and individual projects, presentations, and tests and quizzes.

Unit 1: Perspective and Evidence**Standards:**

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Unit 2: The Ideal Society**Standards:**

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the arguments presented.

Unit 3: Taking a Stand

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the arguments presented.

CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Unit 4: Argumentative - Societal Justice and Injustice**Standards:**

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and

how they shape meaning and tone.

CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the arguments presented.

Unit 5: Life Lessons and Dreams

Standards:

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

CC.1.2.8.J 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.

CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

Grade 9 English Language Arts Course Descriptions:

English 9

English 9 builds on and expands the language arts skills developed in preceding grades. Students read novels, short stories, nonfiction, drama, and poetry and are introduced to Shakespeare and his works. Through extensive practice, students use the writing process to create sustained pieces of narrative, informative, and argumentative writing. Instruction in grammar, mechanics, usage, and style is integrated into the study of writing. Vocabulary will be studied in the context of literature and other supplementary materials. Short talks, presentations, and group discussions allow students to exhibit and practice their communication skills through a variety of interactions. Evaluation is based on tests and quizzes; the timely completion, quality, and thoroughness of work, projects, and performances; and participation in class activities.

Advanced English 9

Advanced English 9 is a course that prepares students for the rigorous demands of the advanced and AP programs in grades 10-12. Students are expected to be highly motivated, independent, show strong work habits, participate in class through discussion and presentations, and be dedicated to new challenges presented by unfamiliar readings and writings. Students develop their critical thinking skills through analysis and interpretation of literary genres from a variety of historical periods, focusing on their technical and aesthetic qualities as well as their intellectual merits. Student writing will consider literary texts from a variety of perspectives while concentrating on improving the content of their writing and polishing their writing style. Additionally, students build their reading and writing skills by studying vocabulary and grammar. This course complements Advanced World History 1.

Unit 1: The Impact of History and Culture on Classic and Modern Literature

Standards:

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

CC. 1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence

C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.J 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.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Unit 2: Coming of Age: The Struggles of Maturation

Standards:

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

CC. 1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence

C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.J 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.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information , findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Unit 3: Memoir: The Power of Voice and Style

Standards:

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience

CC.1.4.9-10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P Create a smooth progression of experiences of events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information , findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Unit 4: A Hero Big or Small: Choosing to Grow or Fall

Standards:

C.C.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

C.C.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

CC.1.3.9-10.J 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.

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information , findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Unit 5: Analysis of Literature

Standards:

CC. 1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence

C.C.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and

CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience is shaped and refined by specific details; provide an objective summary of the text

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information , findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Grade 10 English Language Arts Course Descriptions:

English 10

The 10th grade English program continues to develop students' language arts skills. In reading instruction, critical analysis of literature helps students to improve their reading comprehension and appreciation for both classic and contemporary works. The writing component provides a variety of composition experiences as the students work through the writing process to produce narrative/creative, expository, and argumentative/persuasive texts. Practice in grammar, usage, and vocabulary is integrated into the study of literature and writing. Student achievement is assessed through tests, quizzes, writing, projects and presentations, and student progress overall.

Advanced English 10

Students in Advanced English 10 explore the content in greater depth, move at a faster pace, prepare long-term assignments, and work toward more challenging tasks/standards. Expectations include commitment, a love of reading and writing, time-management skills, independent thinking, grade-level or above-average reading ability, above-average writing ability, analysis skills, and the willingness to take risks. Assessment is based on the quality of written assignments and tests, contributions to class discussion, presentations, participation in group work, and the timely submission of work. The pieces of literature that may be studied include both classic and contemporary texts. Students practice the writing process through a variety of writing experiences that are designed to improve their writing style. Grammar, usage, and vocabulary instruction are integrated into the study of literature and writing. Presentation experiences include both individual and group efforts.

Unit 1: Developing Empathy in the Face of a Single Story

Standards:

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

CC. 1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence

CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9-10.J 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.

Unit 2: Examining Societal Conflict

Standards:

CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.4.9-10H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise claim

CC.1.4.9-10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussion on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

Unit 3: Analyzing and Crafting Effective Rhetorical Argument

Standards:

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

CC. 1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence

CC.1.4.9-10H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise claim

CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s) counterclaims, reasons and evidence; use words, phrases, and clauses to link the major sections of the text , create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Unit 4: Shakespeare: The Art and Craft of the Playwright

Standards:

CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9-10.J 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.

CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s) counterclaims, reasons and evidence; use words, phrases, and clauses to link the major sections of the text , create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Unit 5: Honing Tools for Communication

Standards:

CC.1.3.9-10.J 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.

CC.1.4.9-10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Grade 11 English Language Arts Course Descriptions:

English 11

Designed for juniors who plan to enter careers in specialized skill areas or trades, as well as those who plan to continue their education in a two-year college or technical school, this course provides students with skill-based instruction in the language arts. Emphasis is placed on improving writing skills, literacy skills (with fiction and nonfiction texts), improving oral communication skills, and reinforcing study skills. Student achievement is assessed through objective quizzes and tests, individual and group projects, presentations, in-class work, and writing assignments.

College Preparatory English 11

Designed for juniors who plan to pursue a post-secondary education. Students read, analyze and interpret a variety of classic and contemporary American works including novels, short stories, drama, poetry, nonfiction and media. Through close reading, students will develop a sense of authorial intent and purpose to construct a deeper understanding of writer's craft. Critical thinking is nurtured through the construction of inferences and use of textual evidence to support reader responses. Writing instruction focuses on refining focus, content, and organizational skills and on improving style, while still based in the Toulmin Method of Argumentation. Using electronic and printed sources, students continue to gather, organize and incorporate information from both primary and secondary sources in their writing and presentations and use MLA formatting for documenting sources. Units of study center around the concepts of: rhetoric, social commentary, the American Dream, and storytelling and truth. All 11th-grade students will prepare for Literature Keystone Exam during class time and have the opportunity to complete a graduation project. Students are expected to keep up with assigned reading, complete frequent homework assignments, tests, and quizzes, construct original ideas, write extensively, and participate actively in class as these are keys to college preparedness.

Advanced English 11

For highly motivated students, Advanced English 11 is designed to foster the development of critical thinking skills and superior communicative abilities. Students improve their close reading and comprehension skills by applying active reading strategies to more challenging classical and contemporary American texts including novels, short stories, poetry, drama, nonfiction, media, and important speeches and documents. Students move beyond understanding to critically analyze and evaluate literature and other texts through a variety of assignments and activities including literary analysis essays, rhetorical analysis, argumentative writing, and student-led discussions. Writing instruction focuses on refining focus, content, and organizational skills and on improving style, while still based in the Toulmin Method of Argumentation. Using electronic and printed sources, students continue to gather, organize and incorporate information from both primary and secondary sources in their writing and presentations and use MLA formatting for documenting sources. Assessment is based on the quality of written assignments and tests, contributions to class discussion, presentations, participation in group work, and the timely submission of work. Units of study center around the concepts of: Rhetoric, Social Commentary, the American Dream, and Storytelling and Truth. All eleventh grade students will also prepare for the Literature Keystone Exam during class time and have the opportunity to complete a graduation project.

Unit 1: Literature as Social Commentary

Standards:

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Unit 2: Language and Identity: Exploring the American Dream

Standards:

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text

Unit 3: Language as Power: Rhetoric, Speaking and Listening

Standards:

CC.1.2.11-12.B Key Ideas and Details Text Analysis- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC1.2.11-12.G - Integration of Knowledge & Ideas - Integrate and evaluate multiple sources of information presented in different media and formats(e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem KUD 6: Opinion/Argumentative Focus

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Unit 4: Storytelling and Truth

Standards:

CC.1.2.11-12.B -- Key Ideas and Details Text Analysis--Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Opinion/Argumentative Conventions of Language

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Advanced Placement Language and Composition Course Description:

An option recommended for highly motivated juniors, the Advanced Placement English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Students learn to analyze and evaluate the audience, purpose, and rhetorical strategies used by a wide variety of authors and apply those strategies to their own writing as they compose argumentative, expository and analytical essays. Students should expect at least one hour of homework in the evening. This course prepares students for the Advanced Placement English Language and Composition Examination given in May. A successful score of three (3) or higher on this exam can earn a student advanced credit at some colleges and universities.

Unit 1: Rhetoric Boot Camp: Language as Power**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats(e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic,task,and audience

- Introduce the precise, knowledgeable claim

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task

Unit 2: Language and Identity: Exploring the American Dream**Standards:**

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

Unit 3: A Storyteller's Perspective**Standards:**

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats(e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: The Great Debate: Collaborative Research and Argument

Standards:

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A

Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

English 12 Course Description:

Designed for seniors who plan to enter careers in specialized skill areas or trades, as well as those who plan to continue their education in a two-year college or technical school, this course continues to build on the skills of reading, writing, speaking, and listening provided in English 11. Emphasis is on improving writing skills, literacy skills (both fiction and nonfiction), improving oral communication skills, and reinforcing study skills. Student achievement is assessed through tests and quizzes, individual and group projects and presentations, in-class work, and writing assignments.

Unit 1: Adventure and Advice**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

Unit 2: Social and Societal Commentary Through Literature**Standards:**

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 3: Pivotal Choices**Standards:**

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem

CC.1.4.11-12H

Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Creating a Legacy**Standards:**

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

College Preparatory English 12 Course Description:

Recommended for students who have successfully completed College Preparatory English 11, this course provides a strong background in the language arts for students who plan further academic education at a two- or four-year college or university. Students practice advanced writing techniques and critical thinking skills through assignments of varying lengths and types. Literary selections include fiction, nonfiction, poetry and drama. Core units of study include persuasive research writing, social commentary, making pivotal choices, understanding worldly advice and creating a legacy. Students gain an exposure to research skills, literary analysis and persuasive writing, and are encouraged to develop a critical perspective on all forms of communication. Student achievement is assessed through tests, quizzes, the timely submission of homework, oral and written communication, and active participation in group work and class discussion.

Unit 1: Worldly Advice**Standards:**

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Social and Societal Commentary**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.4.11-12H

Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 3: Pivotal Choices: Shakespeare**Standards:**

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Learning and Persuading About the World Around Us**Standards:**

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

Unit 5: Creating a Legacy

Standards:

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

Modern Classics- College Preparatory 12 Course Description:

This semester course provides .5 English credit for seniors only. It explores the nature of modern texts and how they respond to modern issues.. How can literature make meaning in regard to culture and current events? To what extent does literature reflect or shape our world? How do we know quality texts when we read them? Students will read and write about a variety of modern works—fiction, nonfiction, poetry, plays, or essays and evaluate the elements distinguishing them as classics. In addition to leading class discussions, creating and sharing presentations, students will write argumentative and analytical pieces and use research to support their ideas. This is a college preparatory level course.

Unit 1: Modern Short Prose**Standards:**

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 2: The Role of Fiction: Literary Analysis**Standards:**

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 3: Find the Next Modern Classic: Choice Unit**Standards:**

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

Unit 4: Stephen King: A Metafictional Modern Classic

Standards:

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Science Fiction and Fantasy Literature- College Preparatory 12 Course Description:

This semester course provides .5 English credit for seniors only and will examine science fiction and fantasy across multiple media, including literature, film, television, comics, and games. Students will survey the history of science fiction and fantasy and trace the way each creator has responded to changing social conditions, including the fears and anxieties that surround advancements in science and technology. Students are expected to read and respond critically to a variety of texts in order to deepen their understanding of these genres and their broad cultural impact. This is a college preparatory level course.

Unit 1: Science Fiction: Exploration of Past and Present Political, Cultural, and Environmental Issues**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

Unit 2: Fantasy: The Relationship Between Fantasy and Truth**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit.

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. assumptions and beliefs

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

Unit 3: Uncovering Author's Purpose**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

Unit 4: Multimedia Genre Exploration Project**Standards:**

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

Film and Media Studies- College Preparatory 12 Course Description:

This class is a semester-long course that provides .5 credit for seniors only and serves as an introduction to the critical study of media and its influence on society. Media in all of its forms is a primary source of information for young people today. Understanding this and thinking critically about media messages are essential skills in a consumer-based society such as ours. Students come to a more robust understanding of the role that media plays in the construction of our identities and our worlds through the reading of both fiction and nonfiction texts; the viewing of documentaries based around the media; the writing of research papers, literary analysis, synthesis papers, reflective papers, and creative works, and the creation of their own media message in project-based form. This is a college preparatory level course.

Unit 1: The Power of Narrative**Standards:**

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 2: Entering the Conversation: Communicating a Message Through Film**Standards:**

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.3.11-12.J Acquire and use academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Making Sense in the Media: An Overview of Ideology**Standards:**

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats(e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit 4: Constructing Reality and Ideas of Normalcy**Standards:**

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12H

Write with a sharp, distinct focus identifying topic,task,and audience

- Introduce the precise, knowledgeable claim

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the

texts relate to each other and the whole.

Speech and Debate- College Preparatory 12 Course Description:

This semester course provides .5 credit toward the English graduation requirement for seniors only and offers students the opportunity to improve their oral presentation, critical thinking, research, and argumentation skills through a variety of formal and informal speaking experiences. Students will gain instruction in the elements of speechwriting and delivery that most effectively convey accurate and engaging meaning to an audience. Students will incorporate verbal and visual communication skills to enhance the impact of a presentation on an audience. Students will sharpen argumentation skills as they prepare persuasive messages and engage in a variety of debate experiences. The topics and activities of the course are adjusted to the needs and interests of the students who enroll in the class. Evaluations are based upon the student's degree of participation and preparation and the quality of speeches and debate materials. This is a college preparatory level course.

Unit 1: Making an Impact: Visual Storytelling and the Informative Speech

Standards:

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats(e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem
CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone
CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit 2: Point and Counterpoint: Building an Argument to Persuade or Debate

Standards:

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11-12H Write with a sharp, distinct focus identifying topic,task,and audience
 • Introduce the precise, knowledgeable claim
CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task.

Unit 3: You're a Character! Oral Interpretation of Poetry and Drama

Standards:

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task
CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

College Writing- College Preparatory 12 Course Description:

College Writing, a semester course that provides .5 English credit for seniors only, introduces students to the critical writing, analytical reading, and research methods that they will encounter at the college level. Students will read and discuss model essays; write logical, well-organized essays using a variety of developmental patterns; engage in peer-review sessions; and learn to locate, evaluate, and incorporate source material into scholarly essays adhering to MLA &/or APA formatting. The structure of the class will be lecture/discussion and will include group work and individual conferences. This is a college preparatory level course.

Unit 1: Prompt Writing

Standards:

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 2: Rhetorical Analysis

Standards:

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.2.11-12.B -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

Unit 3: Technical Writing

Standards:

CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

Unit 4: Trek Through Academic Research

Standards:

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media and formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify

the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12H Write with a sharp, distinct focus identifying topic, task, and audience

- Introduce the precise, knowledgeable claim

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Unit 5: TED: Ideas Worth Sharing

Standards:

CC.1.4.11-12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task

Creative Writing- College Preparatory 12 Course Description:

Creative Writing is a semester course that provides .5 English credit for seniors only. Students who take this course produce works that explore the elements of two genres: fiction and poetry. Models from literary tradition are studied as inspiration for the students' own literary efforts. Students are encouraged to publish their work and to enter their work in creative writing contests. This is a college preparatory level course.

Unit 1: Exploration of Poetry: Sound, Structure, and Sense**Standards:**

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11-12.T 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 or audience.

Unit 2: Exploration of Short Fiction: Storytelling and Style**Standards:**

CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.

CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CC.1.4.11-12.T 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 or audience.

Advanced Placement Literature and Composition Course Description:

As the culminating course in the advanced English program, Advanced Placement English Literature and Composition offers highly motivated seniors with exceptional language arts skills a college-level course in the classics. Students analyze poetry, plays, essays and novels through class discussion of structure, characterization, theme, and style. The student is expected to demonstrate a high level of skill in critical thinking, discussion, and expository and analytical writing as well as in other evaluations, including class projects and oral presentations.

Approximately one hour of homework per night is normal. This course prepares students for the Advanced Placement English Literature and Composition Examination as well as college courses. A successful score on this exam can earn a student three (3) to six (6) college credits.

Unit 1: Short Prose: Foundations for Analysis**Standards:**

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 2: Literary Criticism: Practicing Theory in Today's World**Standards:**

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 3: Poetry: 13 Ways of Looking at a Poem**Standards:**

CC.14.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 4: Fiction: Close Reading and Careful Writing**Standards:**

CC.1.4.11-12.J Create organization that logically sequences, claims, counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims; provide a

concluding statement or section that follows from and supports the argument presented.

CC.1.3.11-12.A: Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

Unit 5: Drama: The Play's The Thing

Standards:

CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CC.1.5.11-12A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone

CC.1.5.11-12.D Present information, finding, and supporting evidence, organization, development, substance, and style are appropriate to purpose, audience, and task

CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

English Elective Courses

English Language Arts Elective Course Description:

Introduction to Theater

An elective course, which does not provide credit toward the English graduation requirement, Introduction to Theater provides motivated students with an active, participatory introduction to the theatrical arts. Through hands-on projects and lectures, students learn the basics of set design, stage lighting, costumes, props, make-up, acting, script analysis, and directing. Class activities include projects in each of the technical areas of the theater and guest speakers and field trips. Evaluation is based on participation, skill development and individual and group projects.

Unit 1: Roots of Modern Performance: Development of Theater Through the Ages

Unit 2: Getting Ready: Scene Review, Stories That Work on Stage; Acting and Auditioning Basics

Unit 3: Putting It All Together: Performance Project

Unit 4: Behind the Scenes: Elements of Technical Theater

English Elective Course

English Language Arts Elective Course Descriptions:

Journalism 1:

Designed for self-motivated students who wish to work on high school publications, this elective credit course will meet for a semester and it is a prerequisite for editorial positions on the print newspaper, online newspaper, yearbook, and broadcast staffs. Through an apprenticeship model, students will learn basic skills of interviewing, journalistic writing, photography, editing, and layout. Students will practice these skills as they participate in publication and broadcast activities. Opportunities are provided to study the history of news media, current media practices, and media ethics and law. Evaluation is based on published work, use of class time and participation in all varieties of media. This course does not provide credit toward the English graduation requirement. Students may take it twice (two semesters) for additional elective credit.

Journalism 2:

Journalism 2 provides experience in the practical applications of scholastic journalism including newspaper, broadcasting, and yearbook. Students will become new leaders in the apprenticeship model. Instruction and activities reinforce ethical journalistic practice, increase student responsibility and incentive, and develop skills in desktop publishing, specialized journalistic writing, layout and design, photography, and advertising in accordance with recognized scholastic journalistic standards. Students take this elective credit course (which does not provide credit toward the English graduation requirement) daily for the full year.

Advanced Journalism 2:

Advanced Journalism 2 students continue to develop the skills learned in Journalism 2 as they work to produce the newspaper, online newspaper, yearbook and broadcast. Students will act as experienced leaders in the apprenticeship model, providing leadership by taking more responsibility for managing and editing others' work in addition to producing their own. Students take this elective credit course (which does not provide credit toward the English graduation requirement) daily for the full year.

Unit 1: Features Writing

Unit 2: News Writing

Unit 3: Sports Writing

Unit 4: Opinion Writing

Unit 5: Layout Design

Unit 6: Photography

