



Language Arts Curriculum

Hamburg School

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The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas.

Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate broadening their perspectives and involvement in community and country.

Anchor Standards Grades K to 8

Anchor Standards: Reading

Key Ideas and Details

- Read closely both explicitly and inferentially
- Cite specific details as evidence
- Draw conclusions
- Determine central ideas
- Analyze story development
- Summarize supporting details
- Analyze how individuals and events develop over time. In the text

Craft and Structure

- Interpret words and phrases (technical, connotative, figurative)
- Analyze how word choice shapes meaning and tone
- Analyze structure of texts (sentences, paragraphs, sections, chapters, scenes) and their relation to the whole
- Assess point of view or purpose in relation to text style

Integration of Knowledge and Ideas

- Integrate/ evaluate content in diverse media (visually, quantitatively, in words)
- Delineate / evaluate the argument and specific claims (include validity, and relevance of evidence)
- Analyze/ reflect on similar themes or topics of two or more texts to compare

Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts

Note on range and content of student reading

Students must read from a broad range of increasingly challenging texts to build a foundation for college and careers. Reading should encompass stories, dramas, poems, and myths from diverse cultures and historical periods. Reading in all disciplines constructs a foundation of knowledge in a variety of fields. Instill the habits of lifelong reading.

Anchor Standards: Writing

Text Types and Purposes

- Write arguments to support claims
- Analyze substantive topics or texts
- Use valid reasoning with relevant and sufficient evidence
- Write informative/ explanatory texts

- Examine and convey complex ideas and information clearly and accurately
- Convey ideas using effective selection, organization, and analysis of content
- Write narratives developing real or imagined experience/ events
- Use effective technique, well-chosen details, well-structured event sequences

Production and Distribution of Writing

- Use development, organization, and style to produce clear and coherent writing (appropriate task, purpose, audience)
- Use planning, revising, editing, rewriting, new approaches to strength writing
- Produce and publish writing to interact / collaborate with others using the internet

Research to Build and Present Knowledge

- Conduct research projects using inquiry-based process (short and sustained research)
- Research based on focus questions
- Demonstrate understanding of researched subject
- Gather relevant information from print and digital sources
- Assess credibility of sources
- Integrate information avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, research

Range of Writing

- Write routinely over extended time using research, reflection, revision
- Write routinely over shorter time frames for a range of tasks, purposes, audiences

Note on range and content in student writing

Students should use writing to support opinions, demonstrate understanding, convey real and imagined events/ experiences to build a foundation for college and careers. Writing in short and long forms strengthens an understanding that communication to external, at times unfamiliar, audiences needs dictate the form and content of their writing. Students should expand knowledge on a variety of subjects and be able to analyze literary works and information sources. Significant time and effort must be devoted to the writing process.

Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- Work in collaboration with diverse partners
- Build on others' ideas and express their own
- Prepare for the conversation effectively
- Integrate and evaluate diverse media
- Present visually, quantitatively, and orally
- Evaluate speakers: point of view, reasoning, use of evidence, rhetoric

Presentation of Knowledge and Ideas

- Organize, develop, reason to present information clearly to the listener
- Choose style appropriate to the task and audience

- Use digital media strategically
- Present visual displays of data that enhances presentation
- Demonstrate command of English adapted to a variety of contexts

Note on range and content of student speaking and listening

Students need opportunities to partake in rich conversations to build a foundation for college and careers. Whole class, small groups, and partner work should be part of the structured conversations. Students need to contribute accurate, relevant information, respond to develop others' words, compare and contrast, and analyze and synthesize in various domains. Students communicate utilizing new technologies to acquire and share knowledge.

Anchor Standards: Language**Conventions of Standard English**

- Utilize standard English grammar and usage (writing and speaking)
- Demonstrate command of capitalization, punctuation, and spelling

Knowledge of Language

- Understand how language functions in different contexts
- Make effective choices for meaning / style
- Comprehend when reading and listening

Vocabulary Acquisition and Use

- Clarify meaning of unknown and multiple-meaning words/ phrases
- Utilize context clues
- Analyze word parts
- Consult reference material
- Demonstrate understanding of word relationships and nuances
- Acquire and use academic and domain-specific words and phrases
- Demonstrate independence of gathering vocabulary knowledge

Notes on range and content of student language use

Use standard English grammar, usage, and mechanics to build foundation for college and careers. Students must convey meaning effectively through language. They must clarify grade-appropriate words from listening, reading, and media. Students must explain nonliteral meaning words, shades of meaning, and expand their vocabulary. Skills related to conventions, effective language, and vocabulary are important to reading, writing, speaking, and listening.

English Language Arts Curriculum

Kindergarten

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
Cluster Assessment		
Tell me the main character of the story. Tell me where the story takes place.	Retell the story in your own words.	Tell me the setting of the story. Tell me the most important part of the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.K.4 Ask and answer questions about unknown words in a text	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Cluster Assessment		
Tell me how you can figure out a word you do not know in a sentence.	Tell me the type of text we are reading.	Tell me who is the author of the book and what he or she does. Tell me who the illustrator of the book and what he or she does
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	RL.K.8 (Not applicable to literature)	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Cluster Assessment		
Use the illustrations to explain what is happening in the story.	Not applicable	Compare and contrast two characters from a text (or two different texts).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.K.10 Actively engage in group reading activities with purpose and understanding.		
Cluster Assessment		
Peers work collaboratively to answer questions to show understanding of a text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cluster Assessment		
Ask a question about the key details (main idea of the text).	Tell the main idea and key details of the text.	Explain the connection between two events in the texts. Compare and contrast information from the two texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	RI.K.5 Identify the front cover, back cover, and title page of a book.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Cluster Assessment		
Tell me how you can figure out a word you do not know in a sentence.	Show me the front cover, back cover, and title page of this book.	Tell me who is the author of the book and what he or she does. Tell me who the illustrator of the book and what he or she does.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cluster Assessment		
Use the illustrations to explain what is happening in the story.	Tell reasons why the author wrote more about the topic. Explain why the author writes more than one sentence on the topic.	Compare and contrast two parts from different texts on the same topic.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.K.10 Actively engage in group reading activities with purpose and understanding.		
Cluster Assessment		
Actively work with peers to ask and answer questions about the text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.K.3 Use a combination of drawing, dictating, and writing to narrate 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.
Cluster Assessment		
Write (or draw) the book title. (My favorite book is...) Write a sentence to tell how you feel about the topic.	Inform the reader by writing or drawing your topic. Write a sentence(s) to tell more about the topic.	Write and draw a narrative writing piece. Use words to link events in the order they occur.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.K.4 (Begins in grade 3)	W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster Assessment		
Not applicable	Work together with teachers and peers to edit and add more details.	Publish a copy of student written text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: K	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.K.7 Participate in shared research/ writing projects (e.g., explore books by a favorite author and express opinions about them).	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.9 (Begins in grade 4)
Cluster Assessment		
Read and listen to books by the same author or on the same topic, Tell what you like or dislike about them.	Use prior knowledge or experiences to answer a question. Use information from a text to answer a question.	Not applicable.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Clusters		
W.K.10	(Begins in grade 3)	
Cluster Assessment		
Not applicable.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow norms for discussions (e.g., listening to others with care and taking turns speaking). B. Continue a conversation through multiple exchanges.	SL.K.2 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.	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Cluster Assessment		
Turn and talk various times throughout the day. Show and share.	Ask and answer questions about a text. Ask and answer questions about orally stated directions.	Ask questions to clarify information or directions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly
Cluster Assessment		
Tell about your family with details. Tell about your favorite place or best vacation.	Draw a picture to support the words you've written.	Share writing and read a student written text orally.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.K.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking A. Print many upper- and lowercase letters.	L.K.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use frequently occurring nouns and verbs.	L.K.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
Cluster Assessment		
Write your first and last name.	Tell me what a noun is. Tell me what a verb is. Use a sentence with a noun and a verb.	Tell me how you say more than one cat. Tell how you say more than one fox.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use question words (interrogatives) (e.g., who, what, where, when, why, how) when writing or speaking.	L.K.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) when writing or speaking.	L.K.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce and expand complete sentences in shared language activities.
Cluster Assessment		

Tell me a sentence starting with the word, "Where". Tell me a sentence starting with the word, "Who".	Finish this sentence, "I will go to..." Tell me a sentence using the word "with"	Add three words to the sentence, "The dog walked" Add three words to the sentence, "The girl jumped"
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing A. Capitalize the first word in a sentence and the pronoun I.	L.K.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Recognize and name end punctuation.	L.K.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Cluster Assessment		
Write the sentence "He and I play.	What is the name of this symbol? /./ What is the name of this symbol? /?/	Write the letter with the /a/ sound. Write the letter with the /d/ sound. Write the letter with the /p/ sound.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		

L.K.2.D	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..	
D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Cluster Assessment	
Write the word, “hip”.	Write the word, “chat”.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language (L.K.3) Vocabulary Acquisition and Use (L.K.4.A, L.K.4.B)		
Clusters		
L.K.3 (Begins in grade 2)	L.K.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. A. Identify new meanings for familiar words and apply them accurately (e.g., knowing “duck” is a bird and learning the verb “to duck”)	L.K.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
Cluster Assessment		
NA	Listen to the sentence. “I hit the ball with a bat.” Now tell me another sentence when the word “bat” means something different.	Listen to the sentence, “I play with my dog”. How does the sentence change, “I played with my dog.” How is it different?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		

L.K.5.A With guidance and support from adults, explore word relationships and nuances in word meanings A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts that the categories represent.	L.K.5.B With guidance and support from adults, explore word relationships and nuances in word meanings. B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Cluster Assessment	
Sort the following into groups (circle, pizza, triangle, slice of cake, rectangle, box of cereal). Now sort them a different way.	Tell me the opposite of tall. Tell me the opposite of small.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: K	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
L.K.5.C With guidance and support from adults, explore word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note a colorful item at school)	L.K.5.D With guidance and support from adults, explore word relationships and nuances in word meanings. D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Cluster Assessment		
Tell me something that you have eaten that is sticky. Tell me something that is colorful.	Act out the word, "march". Act out the word, "jump".	After a text is read to the student, have student retell the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

First Grade

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.1.1 Ask and answer questions about key details in a text.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.
Cluster Assessment		
Ask a classmate a question about an important detail from the text.	Retell the story with the main details. Explain the message the author was trying to teach in the text.	Tell me what the main character looks like. Tell me the setting of the story. Tell three events from the story in the order they happened.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.	RL.1.6 Identify who is telling the story at various points in a text.
Cluster Assessment		
Find the words in the poem or story that show the character's feelings. Find words in the poem or story that make you think of the five senses.	Compare and contrast the difference between informational texts and stories.	Who is telling the story at the beginning? At the middle? At the end?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.8 (Not applicable to literature)	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
Cluster Assessment		
Describe the characters in the story in three sentences Describe the setting.		Tell me the difference between the actions of two characters in the story.

Describe the events in the story.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.		
Cluster Assessment		
Actively work with peers to ask and answer questions about the text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.1.1 Ask and answer questions about key details in a text.	RI.1.2 Identify the main topic and retell key details of a text	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Cluster Assessment		
Ask a partner one question that you have about the text.	Tell the main topic of the text. Tell 2 important details from the text.	Compare the two main characters in the text. How are they the same and different.?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Cluster Assessment		
With your partner, work together to figure out an unknown word in the text.	Tell what page chapter 3 begins using Table of Contents. Find the headings in the first chapter. How do you know they are the headings?	Tell me one way the information in the illustrations are different than the information you got from the words in the text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		

RI.1.7 Use the illustrations and details in a text to describe its key ideas.	RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Cluster Assessment		
Look at the illustrations. Tell me what the main ideas are of this text.	Use the story details to explain how the author supports his topic.	After reading two texts about frogs, tell me what is the same and what is the different in the two texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.		
Cluster Assessment		
Tell me about an informational text that you have read (teacher support as necessary).		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Print Concepts		
Clusters		

RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Cluster Assessment
Tell me the first word of the sentence. Identify the capital letters in the sentence. What is the end punctuation in this sentence?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonological Awareness		
Clusters		
RF.1.2.A Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2.B Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2.C Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
Cluster Assessment		
Does the word, “cave” have a long or short vowel? Does the word, “pit” have a long or short vowel?	Blend the word, /cl//a//p/.	Tell me the first sound in the word, “mat”. Tell me the middle sound in the word, “lip.” Tell me the last sound in the word, “clam”.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonological Awareness (RF.1.2.D) and Phonics and Word Recognition (RF.1.3.A, B)		
Clusters		
RF.1.2.D Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.3.A Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	RF.1.3.B Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled one-syllable words.
Cluster Assessment		
Separate the word, “tap” into the three separate sounds.	Spell the word, “chop”	Read the word, “lid”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.1.3.C Know and apply grade-level phonics and word analysis skills in decoding words. C. Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.1.3.E Know and apply grade-level phonics and word analysis skills in decoding words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
Cluster Assessment		
Read the word, “take” Read the word, “sleep”	Read the word, “sit” Read the word, “same”	Read the word, “inside”
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.1.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.1.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.1.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cluster Assessment		
Read the text and tell me two things you remember.	Read the paragraph aloud with expression and accuracy.	Reread the text, to make sure you understood any new words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
Cluster Assessment		
Choose your favorite pet. Write two reasons why it is your favorite pet. Write a closing sentence.	Choose a topic you know a lot about. Write the name of the topic and write two facts about the topic. Write a closing sentence.	Write a personal narrative. Use sequencing words to write three events in order of which they happened. Write a closing sentence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.1.4 (Begins in grade 3)	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. Identify who is telling the story at various points in a text.
Cluster Assessment		
Not applicable	During a conference with your teacher, come up with one part of your writing that you can revise to make it better.	In the publishing phase, type your final copy and identify who is telling the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.9 (Begins in grade 4)
Cluster Assessment		
Listen to many how to books. Choose your own topic and write at least 3 steps for your instructions (e.g. brushing your teeth)	Use the information from the text and videos to answer a question.	Not applicable.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Clusters		
W.1.10 Begins in grade 3.		
Cluster Assessment		
Not applicable.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.1.1.A Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.1.B Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1.C Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. C. Ask questions to clear up any confusion about the topics and texts under discussion.
Cluster Assessment		
Talk to your friend about your family. Take turns talking and show listening skills when not talking.	Take turns talking for 3 minutes. Respond kindly with your comments.	Ask questions to help understand the directions I state.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Cluster Assessment		
Ask your partner one question about the text. Answer your partner’s question about the text.	Ask a question about the topic the speaker is talking about to get more information.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.6 Produce complete sentences when appropriate to task and situation.
Cluster Assessment		
Describe your favorite place in at least three sentences.	Add an illustration to help show your favorite place.	Use complete sentences when speaking to a partner or an adult.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.	L.1.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use common, proper, and possessive nouns.	L.1.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Cluster Assessment		
Write all of the upper and lowercase letters on a whiteboard.	Tell me a sentence with a common noun. Write a sentence with a proper noun. "Jack's dog ran away." Which word shows the owner.	Finish the sentence with a noun or verb that makes sense. _____ jumps. OR They _____.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use verbs to convey a sense of past, present, and future	L.1.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.
Cluster Assessment		
Describe your clothing to your partner.	Use the verb play in the past, present, and future. (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Describe your classroom using five adjectives.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.G Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L.1.1.H Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use determiners (e.g., articles, demonstratives).	
Cluster Assessment		
With a partner, tell a sentence using the word “or” e.g. Would you like chocolate or vanilla ice cream?	Fill in the blanks using this, these, the, a, or an. _____ bee buzzed. _____ dogs are eating.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.1.I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1.J Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
Cluster Assessment		
Write a sentence starting with the phrase, “During the night...”	Write an interrogative sentence asking about the weather. Write a compound sentence about your favorite place.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people.	L.1.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use end punctuation for sentences.	L.1.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas in dates and to separate single words in a series.
Cluster Assessment		
Write the word Friday. Write the name of your teacher.	Write a sentence with the correct end punctuation.	Write the date June 4, 218. Write the following sentence, "I have a dog, a cat, and a fish."
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.1.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Cluster Assessment		
Spell three words with the split digraph “magic e”	Use the vowel team “ea” to spell the words, meat, seat, and beach.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.1.3	Begins in grade 2.	
Cluster Assessment		
Not applicable.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	L.1.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
Cluster Assessment		
Use the words that come before and after an unknown word to help figure out what it means.	Tell what it means when you add -ed to the end of roar. Tell what happens to the word “cook” when you add pre- . Use this new word in a sentence.	Tell the root word in “printing”.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.5.A With guidance and support from adults, demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	L.1.5.B With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	L.1.5.C With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
Cluster Assessment		
Sort a list of words into groups. Tell why you sorted them the way you did. Give a heading to each category.	Choose an animal. Tell what their key attribute is. (e.g. a snake is a reptile with scales.)	Tell five things that are loud.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 1	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.1.5.D With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	
Cluster Assessment		

Act out with a partner the verbs crawl, walk, skip, run, zoom. Illustrate and describe the adjectives small, tiny, miniscule.	Use the word “because” in a sentence to tell about your favorite food. e.g.. I like pizza because...
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

English Language Arts Curriculum

Second Grade

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	RL.2.3 Describe how characters in a story respond to major events and challenges using key details.
Cluster Assessment		
Ask your partner a question starting with the word “who” (or where, when, etc.) based on the text.	Pick a fable or a folktale that you have read and tell me the message or moral.	Tell how the character has changed from the beginning of the book to the end of the book.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Cluster Assessment		
Tell why an author might use alliteration in a text or a poem.	Why does the author describe the setting and the characters in the beginning of the book?	Read a “Reader’s Theater” with two to three other people.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.8 (Not applicable to literature)	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Cluster Assessment		
Tell how the illustrations and words helped you understand the setting. Use the illustrations and words to describe the characters.	Not applicable.	Use a Venn Diagram to compare and contrast two versions of the same story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Literature Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.		
Cluster Assessment		
With support, students will read various types of complex texts.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Keys Ideas and Details			
Clusters			
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Cluster Assessment			
Ask your partner at least three questions about the key details in the text.	Tell me the main idea/topic of the following texts.	Tell how the events in the texts are related. Tell how the steps in the procedure are linked.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Cluster Assessment		
What evidence in the text defines the word (choose word from text). Use a glossary, a dictionary (hard copy or online) to figure out an unknown word.	Use the glossary to find the meaning of an unknown word in the text. Use the caption to tell me what is happening in the photo	Tell the author's purpose of a text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
Cluster Assessment		
Tell how the photographs and illustrations help you understand the text.	Which reasons in the text support the author's points.	Use a Venn Diagram or online organizer to compare and contrast two texts (e.g. Helen Keller.)
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Informational Texts
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.		
Cluster Assessment		
Read and explain informational text.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.2.3.a Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams.	RF.2.3.B Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled two-syllable words with long vowels.	RF.2.3.C Know and apply grade-level phonics and word analysis skills in decoding words. C. Decode words with common prefixes and suffixes.
Cluster Assessment		
Spell words using vowel teams ea, ee, ai, oa, ay, oe.	Read the following words: reason, pilot, paper, baseball, airplane.,	Read the following words unlock, reread, safely, teacher.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.2.3.D Know and apply grade-level phonics and word analysis skills in decoding words. D. Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3.E Know and apply grade-level phonics and word analysis skills in decoding words. E. Recognize and read grade-appropriate irregularly spelled words.	
Cluster Assessment		
Find other words in a list with different sounds but but common spelling such as cut and put or book and moon.	Read the words, because, would, could,	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Reading Foundational Skills	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Fluency			
Clusters			
RF.2.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.2.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Cluster Assessment			
Read the following text two times. Write a question to ask your teacher to answer about the text.	Read the following text aloud, carefully, slowly, and with expression.	Read the text at least two times. Use context clues to figure out the meaning of any unknown words.	

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Cluster Assessment		
Choose your favorite season. Write your opinion and write three reason sentences why it is your favorite season. Write a closing sentence.	Choose a topic you know a lot about. Write the name of the topic. Using what you know and information from a website or book, write three factual sentences about the topic. Write a closing sentence.	Write a personal narrative. Use sequencing words to write three events in order of which they happened. Write a closing sentence. Make sure you include how you think and feel.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.2.4 (Begins in grade 3)	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Cluster Assessment		

NA	During peer edits and writing conferences, focus on an area to strengthen while revising.	Use your writing partner and feedback sessions to help publish a final copy of your writing in a text editing program (Google Docs).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	W.2.9 (Begins in grade 4) W.2.10 (Begins in grade 3)
Cluster Assessment		
Read various texts, including online, on the same topic (e.g. polar bears) to write a shared informational text (e.g., google slides, report)	Reread text or digital sources to answer a question about a topic.	NA
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.2.1.A Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.2.1.B Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.	SL.2.1.C Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. C. Ask for clarification and further explanation as needed about the topics and texts under discussion

Cluster Assessment		
Show me with your eyes and posture that you are listening to the speaker.	Give a piece of feedback to a classmate after he/she has read a written piece.	Ask one question about the topic that has just been discussed.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	SL.2.3 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.	
Cluster Assessment		
Give a summary of a classmate’s oral presentation. Give a summary of a book read by the teacher.	Working with a partner, write two questions that you have from the speaker that you would like to learn more about.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Cluster Assessment		
Retell the story that has just been read in order, with as many details as possible.	Using a google slides or doc, use images and words to retell a story or a personal narrative.	Write a complete sentence, including details, after viewing the picture prompt.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.2.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., <i>group</i>).	L.2.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	L.2.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).
Cluster Assessment		
Write a sentence about the class using a collective noun.	Tell me the plural of tooth, deer, mice.	Write two sentences: one with a collective noun and one without the collective noun.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		

L.2.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D.. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	L.2.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
Cluster Assessment		
Write a sentence using the past tense of the verb hide. What is the past tense of tell?	Add an adjective to the sentence; The flower grew in the field. Add an adverb to the sentence; The red bird flew.	Start with a sentence with a noun and a verb, then add an adjective and an adverb.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.2.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	L.2.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling	
Cluster Assessment		
Write practiced spelling words with the -dge pattern correctly.	Use a dictionary, hard copy or online, to help correct spelling.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

Standard: Knowledge of Language		
Clusters		
L.2.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.		
Cluster Assessment		
Give two examples of informal uses of English. With whom might you use it? Give two examples of formal English. With whom might you use it?		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Vocabulary Acquisition and Use			
Clusters			
L.2.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). C.	L.2.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	
Cluster Assessment			
Read the sentences and then tell what the word rodent means. <i>A rodent ran across the floor. Mom said it was a mouse. Dad said it as a rat.</i> What is a rodent?	Tell what the new word re+wrap means. Find the root word in the word unhappy.	Tell what the word additional means based on what you know about the word addition.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 2	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.2.4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	L.2.4.E Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
Cluster Assessment		
Tell what the compound word sunrise means. Look around the class and come up with two of your own compound words.	Use a dictionary or glossary to help you figure out the meaning of a word.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 2	Domain: Language	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Vocabulary Acquisition and Use			
Clusters			
L.2.5.A Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	L.2.5.B Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).		L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
Cluster Assessment			
Tell a partner about objects in your house that are fuzzy.	Make a list of words that you can use that mean close to or the same as” throw”. Now try the same as” large”.		With a partner, read a text togetherand find words and phrases that show descriptive writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

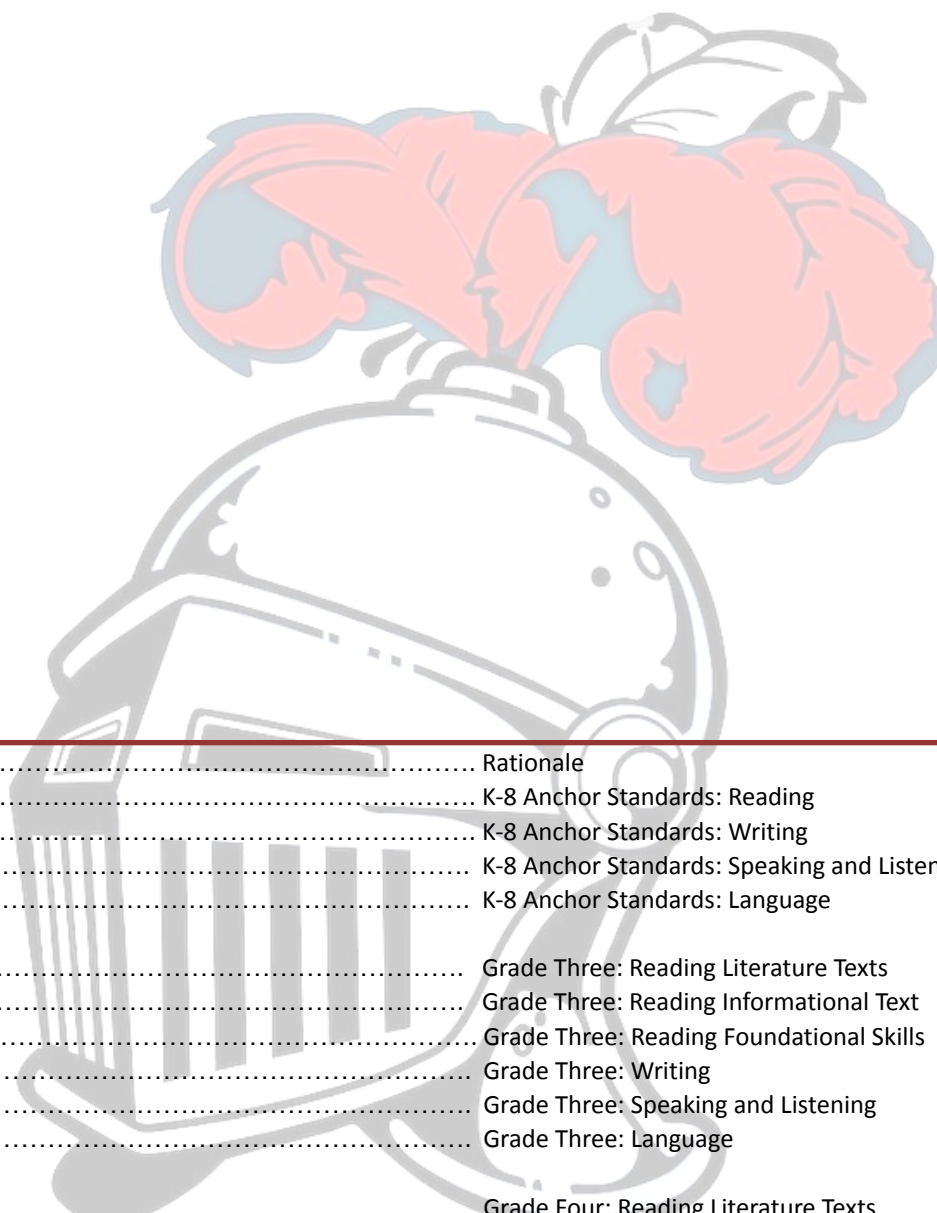


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English Language Arts Curriculum

Third Grade

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	RL.3.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
Cluster Assessment		

Ask two questions about the text to a partner. Answer two questions using text evidence to support your answer.	Tell the moral or theme of the text. Tell evidence that supports your claim.	Tell about the main character's feeling and traits. Tell how his/her actions go along with the plot.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.
Cluster Assessment		
Tell the literal meaning of "rock the boat". Tell the non literal meaning of "rock the boat".	Tell how each chapter is related to the previous chapter. Tell what would happen if the scene in the beginning of the play was left out.	After reading the text, tell your point of view. Compare and contrast it with the main character's point of view.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.3.7 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).	RL.3.8 . (Not applicable)	RL.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Cluster Assessment		
Tell how the illustrations support the mood, character, or setting of the story.	N/A	Compare and contrast the plot of 2 books written by the same author. Reflect and cite evidence to support your thoughts about each book.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Complexity of Text		
Clusters		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read grade level stories, dramas, and poems..		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Cluster Assessment		
Work with a partner, write two questions about the text. Answer the questions citing evidence to explain your response.	Find the main idea of a text. Retell the key ideas and how they relate to the main idea.	Retell the most important events from a historical text. Use sequence words in the retell and explain the cause and effect amongst the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.6 Distinguish their own point of view from that of the author of a text.

Cluster Assessment		
Using context clues, determine the meaning of unknown words in an academic text.	Use search tools (e.g., hyperlinks) to find more information on a given topic.	After reading a text, explain how your point of view differs from that of the author.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.3.7 Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	RI.3.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
Cluster Assessment		
Answer questions about key events using the words, illustrations, or graphics to support your answer.	Tell why the author puts the information in the text in the order he or she does. How does this help you understand the text?	Compare and contrast the most important details in two texts on the same topic (e.g. Alexander Graham Bell)
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Complexity of Text		
Clusters		
RI.3.10 By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read grade level nonfiction texts.		

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.3.1.A Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.1.B Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B. Decode words with common Latin suffixes.	
Cluster Assessment		
Use the prefixes dis- and in- to explain a new word. Use the suffixes -ly, -ful and -ness to create a new word.	Read and define words that contain the -ate, -able, -ity and -fy suffixes	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.3.1.C Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Decode multisyllable words.	RF.3.1.D Know and apply grade-level phonics and word analysis skills in decoding and encoding words. D. Read grade-appropriate irregularly spelled words.	
Cluster Assessment		
Read words with more than one syllable. Break words apart based on their syllables.	Tell me which word does not follow phonics patterns or syllable types: Cake, what, look. Decode irregular words such as enough, folk, precious.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.3.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.3.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Cluster Assessment		
Read a text multiple time. Answer questions and retell the story to prove comprehension.	Read a text multiple times orally to perfect accuracy, rate, and expression.	Record your voice reading with fluency and accuracy.. Choose the recording that you think best represents your understanding of the text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.1.A Write opinion pieces on topics or texts, supporting a point of view with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons. B. Provide reasons that support the opinion.	W.3.1.C Write opinion pieces on topics or texts, supporting a point of view with reasons. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Cluster Assessment		
Write a well-constructed introduction paragraph to an opinion piece stating the opinion and reasons for it.	Write two paragraphs supporting your opinion by stating your reasons.	Write an opinion piece using linking words to connect opinion and reasons.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purpose		
Clusters		
W.3.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons. D. Provide a conclusion.	W.3.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group related information; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.	W.3.2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, and details.
Cluster Assessment		
Write a conclusion paragraph restating the opinion and supporting reasons.	Write an introduction paragraph of an informative piece.	Write two paragraphs supporting the topic by using facts, definitions ,and details.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2.D Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Provide a conclusion.	W.3.3.A Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Cluster Assessment		
In the informative writing piece, use linking words and phrases to connect ideas with the categories and within the paragraphs.	Write a conclusion paragraph restating the informative topic.	Write an introduction paragraph to a narrative that introduces a narrator and a situation.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.3.3.B Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	W.3.3.C Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use temporal words and phrases to signal event order.	W.3.3.D Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Provide a sense of closure.
Cluster Assessment		
Write at least two paragraphs in a narrative body piece that show a sequence of events. Write a narrative using dialogue and descriptions to show what characters are thinking or feeling.	Write a narrative using sequence or temporal words to show how the events in the piece change.	Write a closing paragraph to a narrative piece.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
Cluster Assessment		
Plan each type of writing in an organized systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish writing using a google doc or slide.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.3.7 Conduct short research projects that build knowledge about a topic.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W.3.9 (Begins in grade 4)	W.3.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Cluster Assessment		
Research a topic to learn and build knowledge. Research through texts and online.	Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Write a research project over various sessions, working on writing, revising, and peer editing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.3.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.3.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.3.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
Cluster Assessment		
Use background knowledge and information presented to ask questions during a discussion as partners and in groups.	Listen to classmates during discussions and speak one at a time.	Ask a question on the information presented. Make a comment based off of what another classmate has asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.3.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. D. Explain their own ideas and understanding in light of the discussion.	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Cluster Assessment		
During a discussion, explain to a partner one idea that your understood.	Tell the main idea and the supporting details of the text that was just presented. Express ideas in collaborative groups.	Ask (and answer) two appropriate questions after a presentation.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.5 Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Cluster Assessment		
Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Make sure you use descriptive details and speak clearly.	Use a google slides or docs to present a topic, adding images or displays to help the audience understand the topic. Before presenting, read aloud your presentation two times to be sure it is understandable and pacing is appropriate.	When asked a question, use complete sentences to answer in detail.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use regular and irregular plural nouns.	L.3.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use abstract nouns (e.g., <i>childhood</i>).
Cluster Assessment		
Tell what a noun is and does in a sentence. (Also, complete this task for pronouns, verbs, adjectives, and adverbs.)	When reading and writing, spell and use regular and irregular plural nouns properly.	When reading and writing, correctly use nouns that cannot name things that are concrete (e.g., peace, pride, honesty).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Form and use regular and irregular verbs.	L.3.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tense	L.3.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Ensure subject-verb and pronoun-antecedent agreement.
Cluster Assessment		
When speaking and writing, spell and use regular and irregular verbs properly.	When speaking and writing, spell and use simple verb tenses correctly.	When speaking and writing, make sure the subject and verb agree. When speaking and writing, make sure the pronouns and the antecedent agree.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.1.G Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1.H Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use coordinating and subordinating conjunctions.	L.3.1.I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Produce simple, compound, and complex sentences.
Cluster Assessment		
Using correct spelling, decide which adverb or adjective needs to be used depending on what you are describing. Ex taller, tallest	When speaking or writing, use conjunctions properly. Use both coordinating and subordinating conjunctions.	When speaking or writing, use a simple sentence correctly. When speaking or writing, use a compound sentence correctly.

		When speaking or writing, use a complex sentence correctly.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard Language		
Clusters		
L.3.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles.	L.3.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas in addresses.	L.3.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas and quotation marks in dialogue.
Cluster Assessment		
Capitalize the appropriate words in this title: mr. popper's penguins	Add the commas and capitals in the address: Ogdensburg school 100 main street Ogdensburg nj 07439	Add the commas and quotation marks in the following dialogue: Mom said clean your room Right now? i asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Form and use possessives	L.3.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	L.3.2.F Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
Cluster Assessment		

Use and form possessive nouns properly.	Use everything you know about learned words to apply suffixes properly. (e.g. -ed, -ing, -es)	Use everything you know about syllable types and spelling patterns when writing new words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.3.2.G Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Cluster Assessment		
Write a paragraph using correct capitalization, punctuation, and spelling. When unsure, use reference materials such as a dictionary to make corrections.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.3.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases for effect.	L.3.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Recognize and observe differences between the conventions of spoken and written standard English.	
Cluster Assessment		

When speaking, reading, and writing use words that fit what you are trying to communicate..	When speaking, reading, writing, and listening, find some differences between spoken and written English.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.4.A Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4.B Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	L.3.4.C Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).
Cluster Assessment		
Use words in the sentence to find meaning of a word or phrase.	Use what you know about the root word to figure out what a word with an affix means. (e.g. like/dislike, care/careless)	Use what you know about root words to figure out a new meaning with the same root. E.g. company, companion
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.
Standard: Vocabulary Acquisition and Use
Clusters
L.3.4.D Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Cluster Assessment
Use a glossary or dictionary (hard copy and online) to help figure out what a word or phrase means in the text you are reading.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.3.5.A Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	L.3.5.B Demonstrate understanding of figurative language, word relationships and nuances in word meanings. B. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	L.3.5.C Demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>)
Cluster Assessment		
Use both literal and nonliteral meanings of words correctly (ex drove me up the wall).	Think about a person you know, describe them based on their habits and characteristics.	When speaking and writing, use a variety of states of mind words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.
Standard: Vocabulary Acquisition and Use
Clusters
L.3.2.D Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
Cluster Assessment
When speaking and writing, use and apply all learned vocabulary making sure the spatial and temporal relationships are used correctly.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

English Language Arts Curriculum Fourth Grade

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
Cluster Assessment		
After reading a text, go back and find details and examples that help make connections when using inferencing.	Tell the theme of the text (poem, story, drama) after reading or listening. Give a summary of the text.	Working with a partner, describe the main character in the story using as many details from the text as possible. Describe, with as many details from the text as possible, the setting or key event in the story.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Cluster Assessment		
Using context clues and phrases determine the meaning of new words that refer to a significant literary character.	When writing or speaking about a text, explain the main differences among different types of literature through structural elements.	Using two different stories, compare and contrast the point of view from which they are told. Explain how first- and third- person narratives are different.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	RL.4.8 (Not applicable to literature)	RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Cluster Assessment		
Read a text and then watch or listen to the same text. Make connections between the two.	NA	Compare, contrast, and reflect on stories within the same genre. Tell about how the themes are similar and different.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Literature
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.	
Standard: Range of Reading and Complexity of Text	
Clusters	
RL.4.1	
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	
Cluster Assessment	
With support, students will read and understand all types of grade level literature.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard:			
Clusters			
RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Cluster Assessment			
After reading an informational text, use details to tell one connection you made from what the text says to an inference you made.	Tell the main idea of the text you just read. Tell how the key details support the main idea. Give a summary of the text.	Explain an event from the text (what happened and why) citing evidence from the text.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Cluster Assessment		
Using context clues and phrases, tell the meaning of domain specific words.	After reading a text, tell what type of structure the author used to move the reader from the beginning to the end. Cite examples of chronology, cause/effect, problem/solution, and or comparison.	Tell the difference in focus after reading firsthand and secondhand accounts of an event. Compare and contrast a first and secondhand account of the same topic.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster Assessment		
While reading an informational text, tell how the graphs and diagrams help the reader better understand what they've read.	After reading a text, find two places where the author gives reasons and evidence. Why does the author do this?	Use information from two texts on the same topic to be able to write or talk about the subject.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Informational Text
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.4.10		
By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read and understand grade level nonfiction texts.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.4.3.A		
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		
A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Cluster Assessment		
Combine your knowledge of letter-sounds, syllables, and roots to read the multisyllabic words in the literature.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading Foundation Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

Standard: Fluency		
Clusters		
RF.4.4.A Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	RF.4.4.B Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.C Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Cluster Assessment		
Read a text two times to ensure understanding.	Record yourself reading a poem or prose twice orally to make sure you have read accurately and with expression. Listen to the recording and chose the best recording.	Read a text twice to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.1.A Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	W.4.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide reasons that are supported by facts from texts and/or other sources.	
Cluster Assessment		
Write an introduction paragraph to a topic, clearly stating an opinion. Organize related ideas to support your topic.	Write three paragraphs giving reasons to support your opinion. Use facts from other texts to help support your reason.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.	
Standard: Text Types and Purposes	
Clusters	
W.4.1.C Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.4.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.
Cluster Assessment	
In the supporting paragraphs of the opinion piece, link opinion and reasons with appropriate words and phrases.	Write a conclusion paragraph to restate the opinion.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.	W.4.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).
Cluster Assessment		
Write an introduction paragraph to clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections using headings.	Use other information, facts, definitions, or text evidence when writing informative/ explanatory paragraphs.	In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.2.D Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.4.2.E Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information or explanation presented.	
Cluster Assessment		
Throughout the informative/explanatory writing, use specific vocabulary based on the topic.	Write a conclusion paragraph to restate the information or explanation in the writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.3.A Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.4.3.B Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W.4.3.C Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. C. Use a variety of transitional words and phrases to manage the sequence of events.
Cluster Assessment		
Write a narrative (personal or imagined). Introduce the narrative and characters, and assure the events are told in a way that makes sense.	Use dialogue in narrative writing. Use description when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.4.3.D Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.4.3.E Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	
Cluster Assessment		
Use sensory details and concrete words to describe events with as much detail as possible.	Write a conclusion paragraph that follows from the narrative writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.6 With some guidance and support from adults, 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.
Cluster Assessment		
Plan each type of writing in an organized, systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish your writing using an online document or slide. Type one page of writing in a single sitting.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.8 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.	W.4.9.A Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
Cluster Assessment		
Research a topic to learn more about it and build knowledge.	Take notes from different sources in an organized way. Recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Use evidence and specific details from literature text to help support writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge (W.4.9.B) and Range of Writing (W.4.10)		
Clusters		
W.4.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.4.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Cluster Assessment		
Use evidence and specific details from informational text to help support writing. Use evidence and specific details, to explain how the author uses reason.	Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.4.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.4.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	SL.4.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
Cluster Assessment		
Use background knowledge and presented information to ask questions during a discussion.	Work collaboratively in a discussion using appropriate interactions and assigned roles.	Ask a question on the information presented. Make a comment that adds to the discussion based off of what another classmate has asked or stated.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.4.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
Cluster Assessment		
In your own words, tell the key ideas from a collaborative discussion. Explain your own ideas and how they relate to the discussion.	Tell in your own words, what happened in a part of text that has been read aloud. Restate in your own words part of the information given in a presentation.	Restate the reason and evidence a speaker gives to support his/her ideas.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Cluster Assessment		
Give a report on a topic. In a clear, understandable way, tell as many details as possible. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.	Use a online slides or documents to present a topic, include images or displays to increase understanding for the audience. When preparing to present at, practice two times to make sure the presentation is clear.	Decide when it is appropriate to use formal English or informal discourse. Use formal English when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	L.4.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	L.4.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.
Cluster Assessment		

When writing and speaking, use relative pronouns and adverbs properly. Identify the relative pronoun: <i>To whom did you give the book?</i>	When writing and speaking, use the progressive verb tenses properly. Change the sentence to progressive: <i>I walk to the store.</i>	When writing and speaking, use the modal auxiliaries to describe different situations.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	L.4.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking E. Form and use prepositional phrases.	
Cluster Assessment		
When writing and speaking, order adjectives correctly within a sentence. Fix the following sentence: <i>The yellow small dog ran.</i>	When writing and speaking, use prepositional phrases correctly. Name or identify ten different prepositional words and /or phrases. Find the prepositional phrase: <i>The boy gave a toy to his friend.</i>	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.4.1.F Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	
Cluster Assessment		

Fix the following run on sentence: I wanted to go fishing it was too cold out on the lake.	Write three different sentences, each one should contain a form of the word to (to, too, or two).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.4.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use correct capitalization.	L.4.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use commas and quotation marks to mark direct speech and quotations from a text.	L.4.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma before a coordinating conjunction in a compound sentence.
Cluster Assessment		
Correct capitalization in addresses. Use capitalization, punctuation, and spelling to edit your writing.	Use quotation marks and commas properly when quoting from a text. Place the punctuation correctly: <i>Move over on the bench I said.</i>	Combine two sentences into one using a conjunction and a comma. They didn't want to be late. They hurried.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standards English		
Clusters		
L.4.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Spell grade-appropriate words correctly, consulting references as needed.		
Cluster Assessment		

Use and apply all learned spelling words and patterns in writing a paragraph. Use a dictionary or glossary to self-edit your work.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.4.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose words and phrases to convey ideas precisely.	L.4.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Choose punctuation for effect.	L.4.3.C Use knowledge of language and its conventions when writing, speaking, reading, or listening C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Cluster Assessment		
Proofread writing to ensure you've chosen the best words and phrases to explain what you mean.	Decide on the best punctuation to make an effect when writing.	Use formal English in a presentation. Use informal language when working in collaborative groups.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.4.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.4.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.4.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	
Cluster Assessment		
Use context clues and phrases to figure out new and/or difficult words.	Find two words with the word part “trans”. Tell what each of these words means. Find two words with the word part “graph”. Tell what each of these words means.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you’ve used the proper words and phrases. Find the pronunciation of a word using reference materials.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.4.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.	L.4.5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Cluster Assessment		
Write two sentences each containing a simile. Explain the meaning of each. Write two sentences each containing a metaphor. Explain the meaning of each.	Explain the meaning of the following idioms: <i>John was <u>hanging out</u> at the park with Frank. Sue gave her friend the <u>cold shoulder</u>. Tom didn’t go to school because he was <u>under the weather</u>.</i>	Write two different sentences with an antonym pair. Write a list of four different synonym pairs.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		

L.4.5.A

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Cluster Assessment

Create 5 sentences using words to indicate emotions. Create 5 sentences that signal precise action.
Create 5 sentences that signify states of being.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

English Language Arts Curriculum

Fifth Grade

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		

RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Cluster Assessment		
Quote from the text and make connections with what the text says explicitly. Use quotes from the text to make connections when inferencing.	After finding the key details in text, use them to identify the theme. Use the key details to give a summary of the text.	Compare and contrast two elements in the story. Use specific details from the story to support your answers.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Cluster Assessment		
Use context to help figure out the meaning of new words and phrases and metaphors and similes. Identify the metaphor: <i>The boy was a bull in a china shop.</i>	Tell why the author uses the structure of the chapters or scenes in the text. Tell how it helps the structure of the piece.	Tell why the author chose the particular point of view to write the text. Tell how the point of view from the narrator or speaker influences the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		

RL.5.7 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).	RL.5.8 (Not applicable to literature)	RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Cluster Assessment		
Watch, listen to, or read two different versions (with different multimedia elements) of the same text. Explain how the tone changes in the different versions.	N/A	Compare and contrast the themes and the pattern of events after reading two versions of the same text from different culture (address knowledge, themes, topics, and events).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Complexity of Text		
Clusters		
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
Read and comprehend all types of grade level texts with the necessary scaffolding.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		

Clusters		
RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Cluster Assessment		
Quote from the text and make a relevant connection when explaining explicitly and again when drawing inferences.	After finding the two or more main ideas, explain how they are supported by the key details. Use the key details to give a summary of the text.	Compare and contrast the interactions between two or more events or ideas in the historical text.. Use specific details and information from the text to support your answers. Compare and contrast in science and technical texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
Cluster Assessment		
While reading 5th grade subject area text, decipher any unknown words or phrases.	Give 3 comparisons of the overall structure of events, ideas, or information in two or more texts. Give 3 ways the texts contrast in their overall structure.	Analyze different accounts of the same topic or event. Discuss how these accounts are the same and different in their points of view.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.5.7 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.	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Cluster Assessment		
Use all facets of information, print or digital, to locate information to answer a question or solve a problem quickly.	Explain how the author uses reasons and evidence to support his/her points. Tell which reasons and evidence support which points.	After reading, listening to, and gathering information on the same topic, be able to speak knowledgeably with ability and ease on the topic.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
Be able to read and comprehend nonfiction texts at the fifth grade with scaffolding if necessary.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Clusters		
RF.5.3.A		
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.		
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context		
Cluster Assessment		
Use and apply all learned spelling and decoding skills to help read and spell unfamiliar words.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading Foundational Skills
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Clusters		
RF.5.4.A	RF.5.4.B	RF.5.4.C
Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
A. Read grade-level text with purpose and understanding.	B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Cluster Assessment		
Read a text two times to ensure understanding.	Record yourself reading a poem or prose twice orally to make sure you read accurately and with expression. Listen to the recording and chose the best recording.	Reread a text two times to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

Standard: Text Types and Purposes	
Clusters	
W.5.1.A Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	W.5.1.B Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
Cluster Assessment	
Write an introduction paragraph to a topic, clearly stating an opinion. Create an outline for the purpose of the writing task.	Write three paragraphs giving reasons to support your opinion. Use facts from other texts to help support your reason, with direct quotes when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.1.C Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C . Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	W.5.1.D Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented.	
Cluster Assessment		
In the supporting paragraphs, link opinion and reasons with appropriate grade level appropriate words and phrases.	Write a conclusion paragraph to restate the opinion.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia to aid in comprehension.	W.5.2.B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2.C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
Cluster Assessment		
In an introduction paragraph, clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections. Use headings, illustrations and other text features to aid in clear writing.	Use other information, facts, definitions, or text evidence to add to your writing on a topic.	In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.2.D Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2.E Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information of explanation presented.	
Cluster Assessment		
Throughout the informative/explanatory writing, use specific vocabulary based on the topic. Write a conclusion to the informative writing.	Write a conclusion paragraph to restate the information or explanation in the writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.3.A Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.5.3.B Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.5.3.C Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
Cluster Assessment		
When writing a narrative (personal or imagined), introduce the narrative and characters, assure the events are told in an orderly fashion.	Use dialogue in a narrative writing. Use description when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through the events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.5.3.D Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3.E Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	
Cluster Assessment		
Use sensory details and concrete words to describe events with as much detail as possible.	Write a conclusion paragraph to the narrative writing piece.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With some guidance and support from adults and peers, 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 single sitting.
Cluster Assessment		
Plan each type of writing in an organized, systematic way geared to each specific type of writing.	Revise writing with the help of a peer editor and teacher.	Publish writing in an online format.. Type at least two pages of writing in a single sitting.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	W.5.8 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.	W.5.9.A Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
Cluster Assessment		
Research a topic to learn more about it and build knowledge using multiple sources.	Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.	Use evidence and specific details from literary text to help support writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge (W.5.9.B) Range of Writing (W.5.10)		
Clusters		
W.5.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	
Cluster Assessment		
Use evidence and specific details from informational text to help support writing with reasons and evidence.	Maintain writing stamina for longer and shorter periods, from a single sitting to 2 days, of time depending upon the type of writing.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Comprehension and Collaboration			
Clusters			
SL.5.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	SL.5.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	SL.5.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
Cluster Assessment			
Use background knowledge and presented information to ask questions during a discussion.	Listen to classmates during discussions and ask questions one at a time. Fulfill assigned roles.	Ask a question on the information presented.	

		Make a comment based off of what another classmate has asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.5.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.2 Summarize a written text, read aloud or information presented, in diverse media and formats (e.g., visually, quantitatively, and orally).	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Cluster Assessment		
Tell in your own words the key ideas from the discussion. Explain your own ideas and how you understand them from the discussion.	Tell in your own words, what happened in a text that has been read aloud. Restate in your own words the information given in a presentation.	Summarize the reasons and evidence a speaker gives to support his/her ideas.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Cluster Assessment		

Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.	Use an online format to present a topic, adding images or displays to help the audience understand the topic.	Use formal English during presentations. Use informal language in discussions
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	L.5.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use verb tense to convey various times, sequences, states, and conditions.
Cluster Assessment		
Tell what an interjection is and why it was used in a sentence. Tell what a preposition is and why it was used in a sentence. Tell what a conjunction is and why it was used in a sentence.	While speaking and writing, form and use the perfect verb tenses.	While speaking and writing, use the proper verb tense to convey different times, sequences, states, and conditions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct inappropriate shifts in verb tense.	L.5.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)	
Cluster Assessment		

When speaking and writing, recognize and correct inappropriate changes in verb tense.	When speaking and writing, use the proper correlative conjunctions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.	L.5.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use a comma to separate an introductory element from the rest of the sentence.	L.5.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
Cluster Assessment		
Input commas in the correct place: <i>I ate a taco a drink and 2 desserts.</i>	Place the comma: <i>After the ball Cinderella's clothes turned to rags.</i>	Place the comma: <i>Yes I would like another sandwich.</i>
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.5.2.D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use underlining, quotation marks, or italics to indicate titles of works.	L.5.2.E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.. E. Spell grade-appropriate words correctly, consulting references as needed	
Cluster Assessment		

Properly use underlining, quotation marks, or italics to show titles of works.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary as needed.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language		
Clusters		
L.5.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	L.5.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	
Cluster Assessment		
Use a multitude of sentence types and lengths to keep the reader’s interest.	Using different text types, compare and contrast the varieties of English. How is written English different in a text written 80 years ago, compared to a text written in the present day?	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Vocabulary Acquisition and Use			
Clusters			
L.5.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L.5.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	L.5.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation	

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	and determine or clarify the precise meaning of key words and phrases.
Cluster Assessment		
Use context clues and phrases to figure out new and/or difficult words, reread the text as necessary.	Find two words with the word part “spec”. Tell what each of these words means. Find two words with the word part “struct”. Tell what each of these words means.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure proper use of words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.5.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.	L.5.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
Cluster Assessment		
Write two different sentences each containing a simile. Explain the meaning of each. Write two different sentences each containing a metaphor. Explain the meaning of each.	Explain to a partner the meaning of the following idioms and proverbs: The quarterback was <u>running out of steam</u> at the end of the game. <u>Don't put all your eggs in one basket.</u> <u>The early bird catches the worm.</u>	Write two different sentences with an antonym pair. Write a list of four different synonym pairs and use them in a sentence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		

Standard: Vocabulary Acquisition and Use
Clusters
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
Cluster Assessment
Use acquired vocabulary and academic words within writing and speaking.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

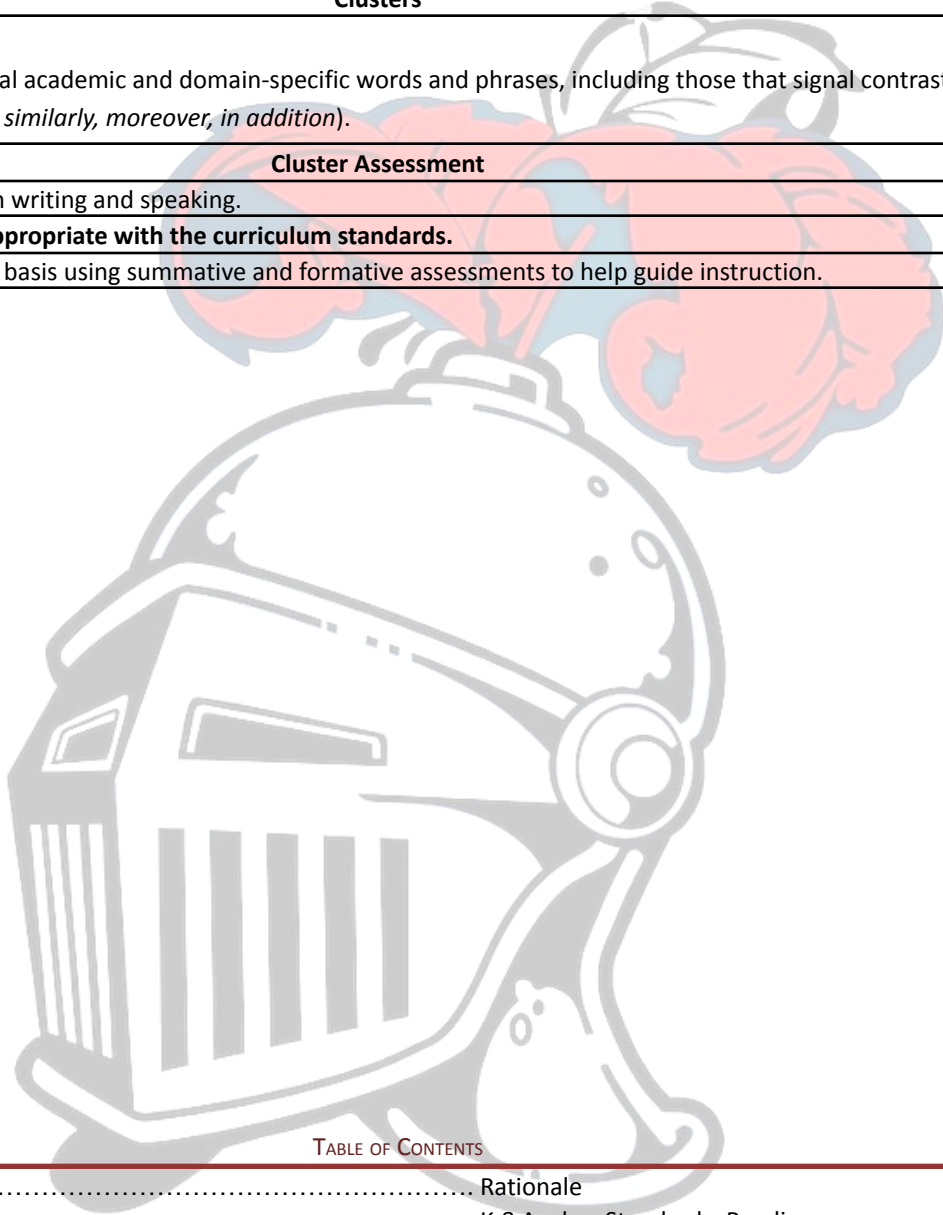


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English Language Arts Curriculum Sixth Grade

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:		
Clusters		
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.6.2 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.	RL.6.3 Describe how a particular stories 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
Cluster Assessment		
Quote from the text and make connections with what the text says explicitly. Quote from the text and make connections when inferencing.	Tell the theme or central idea of the text. Give specific details from the text to support the theme/central idea. Give a summary using the author's voice.	Explain the plot development. Give specific examples from the text to support your explanation. Tell how the characters change and respond to the plot, specifically how they change as the text moves to a resolution.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.
Cluster Assessment		
Use contextual clues to determine the meaning of figurative and connotative language in the text. Tell why these words and phrases were chosen. How do they help the author determine the tone of the text?	Choose a specific part of the text (sentence, science, chapter) and explain how this supports the author's development of the topic, theme, setting, or plot.	Tell how the author develops the point of view of the narrator or speaker. Give specific examples of your evidence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	RL.6.8 (Not applicable to literature)	RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Cluster Assessment		
After reading a text, listen to or watch a version of the text. Compare and contrast the two formats.	N/A	Reflect on texts in different genres and forms then compare and contrast how they approach the topics. Explain how the similar themes are shown in different ways.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
Cluster Assessment		
Read and comprehend all types of grade level texts with the necessary scaffolding.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:		
Clusters		
RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Cluster Assessment		
Quote from the text and make connections with what the text says explicitly. Quote from the text and make connections when inferencing.	Tell the theme or central idea of the text and give specific details from the text to support the idea. Give a summary of the text in the author's voice.	Tell how a key individual, event, or idea is shown throughout the text and give specific examples from the text to elaborate. Tell how the characters change and respond to the plot, particularly in response to the resolution.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Cluster Assessment		
Use contextual clues to determine the meaning of figurative, technical, and connotative language in the text. Tell why these words and phrases were chosen.	Choose a specific part of the text (sentence, scene, chapter) and explain how this supports the author's development of ideas.	Identify the point of view of the text and how the author develops this point of view. Cite evidence from the text to support your decision.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:		
Clusters		
RI.6.7 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.	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	RI.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Cluster Assessment		
Use information from various formats to develop understanding of a specific topic. Explain your topic to a partner.	Choose an argument in a text and determine its specific claims. Find a claim that is supported by evidence and reasons and a claim that does not have this support.	Read two sources from different authors. Reflect, compare, and contrast the presentation of information of the two authors.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With the necessary support and scaffolding, students will read and comprehend literary nonfiction at grade level text-complexity.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		

Cluster Assessment		
W.6.1.A Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly.	W.6.1.B Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W.6.1.C Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
Write an introduction, write the claim, and organize the reasons and evidence to support the claim.	Write supporting paragraphs (at least three) to support the claim with evidence. Use credible sources to ensure understanding of the topic. Avoid unreliable online sources.	While writing, use words and phrases to clarify the relationship among claims and reasons.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.6.1.D Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal/academic style, approach, and form.	W.6.1.E Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from the argument presented.	
Cluster Assessment		
While writing, use and maintain an academic form with appropriate styles (headings etc.).	Write a concluding section or paragraph for paper presenting an specific argument.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		

Clusters		
W.6.2.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.	W.6.2.B Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.6.2.C Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to clarify the relationships among ideas and concepts.
Cluster Assessment		
Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.	Write at least three paragraphs to develop the topic. Use relevant facts, definitions, quotes and examples throughout the development.	Use transitions to help show and prove relationships among ideas.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.6.2.D Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.6.2.E Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal/academic style, approach, and form.	W.6.2.F Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from the information or explanation presented.
Cluster Assessment		
Write to inform or explain about the topic using specific vocabulary and language.	Write using a formal/academic style throughout the paragraphs of an informative/ explanatory text.	Write a conclusion statement or sections reiterating the information or explanation in the text.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.6.3.A Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.6.3.B Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.6.3.C Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Cluster Assessment		
Orient the reader through introduction of the narrative and characters. Organize the event sequence to ensure the narrative flows.	Use dialogue in narrative writing. Use description and pacing when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through different settings and sequences.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.6.3.D Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	W.6.3.E Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	
Cluster Assessment		
Write using descriptive and sensory language.	Write a conclusion that aligns with the sequence of events.	

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.6.5 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.	W.6.6 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.
Cluster Assessment		
Plan writing in an organized, systematic way geared to each specific styles of writing.	Revise writing with the support of a peer editor and teacher.	Publish writing in an online format. Type at least three pages of writing in a single sitting.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	W.6.8 Gather 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.	W.6.9.A Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
Cluster Assessment		
Research a topic to learn more about it and build knowledge.	Take notes from different sources. Recall and gather information on a topic.	Use evidence and specific details from literary or informational text to help support writing. Use analysis and reflection to approach the topic.

Use several sources to answer the question.	Without plagiarising quote and paraphrase data and conclusions. Write basic bibliographic information.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.6.9.B Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Cluster Assessment		
Use evidence and specific details from informational text to support writing. Analyze and reflect before writing.	Maintain writing stamina for longer (up to two days) and shorter periods (one sitting) of time depending upon the type of writing.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		

SL.6.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.6.1.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SL.6.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
Cluster Assessment		
Read and study required information to prepare for collaborative discussions. Draw on your preparation to discuss using evidence.	Listen to classmates during discussions and speak one at a time. Engage in collaboration and build on presented ideas of others.	Ask a question on the information presented. Contribute by assuring that comments are supported by details.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.6.1.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	SL.6.2 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.	SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Cluster Assessment		
Explain the key ideas from a discussion. Explain your own ideas and how the perspective relates to the discussions.	Analyze and interpret information present in various ways and explain how it helps and contributes to a topic being studied.	Analyze a speaker's argument and claims determining which claims are backed with reasons and evidence and which are not.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentations of Knowledge and Ideas		
Clusters		
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cluster Assessment		
Present information and claims by using facts and details to highlight main ideas or themes. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.6.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	L.6.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	L.6.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Recognize and correct inappropriate shifts in pronoun number and person.
Cluster Assessment		
Write 3 different sentences, one with a subjective pronoun, one with an objective pronoun, and one with a possessive pronoun.	Write 2 separate sentences, each containing an intensive pronoun. Share 2 separate sentences orally, each containing a different intensive pronoun.	We were so hungry but decided to make the long drive home because the choices at the restaurant would have poisoned <u>you</u> . When John's friends went to the zoo, they found out <u>you</u> can't pay with a credit card.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.6.1.D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	L.6.1.E Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
Cluster Assessment		
Tell the unclear or vague pronouns in the sentence and correct them. <i>The teacher gave the student her notes.</i> <i>In most television shows, it presents a false picture of real life.</i>	When reading and writing, identify variations from standard English. Use all known strategies to improve these variations.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.6.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	L.6.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	
Cluster Assessment		
Write two sentences with nonrestrictive or parenthetical elements. Omit commas, parentheses, and dashes. Have a partner find and fix the mistakes.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or digital, if necessary.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Knowledge of Language (3.A, 3.B) Vocabulary Acquisition (6.4.A)		
Clusters		
L.6.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.	L.6.3.B Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Maintain consistency in style and tone.	L.6.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Cluster Assessment		
Use a multitude of sentence types, patterns, and lengths to keep the reader's interest.	Maintain consistency in style and tone.	Use sentences/ paragraphs to determine word or phrase meaning.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Knowledge		
Clusters		
L.6.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	L.6.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	L.6.4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Cluster Assessment		
Find two words with the word part "dict". Use each word in a sentence. Find two words with the word part "port". Use each word in a sentence.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you use the proper words and phrases.	Write down a guess about the meaning of an unknown word (blithe). Read the sentence and make another guess about the meaning of the word blithe. Even though my friend has to pay her bills soon, she is blithe about not having a steady income. Look up blithe in the dictionary to determine the meaning and compare it to previous guesses.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Knowledge		
Clusters		
L.6.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., personification) in context.	L.6.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	L.6.5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrumping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).
Cluster Assessment		
After reading a text, be able to identify the figures of speech and be able to interpret its meaning.	Use what you know about word relationships to help understand each of the words.	Use what you know about known words to determine meaning of similar meanings.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 6	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Knowledge		
Clusters		
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Cluster Assessment		
Use acquired vocabulary and academic words within writing and speaking.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

English Language Arts Curriculum

Seventh Grade

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RL.7.2 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.	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Cluster Assessment		
Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	Tell the theme of a text and analyze how it developed throughout the text. Write an objective summary with textual evidence.	Analyze how the parts of a story or drama are connected.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Cluster Assessment		
Identify connotation and denotation and how inferences apply while reading. Analyze repetition of sounds within a poem or drama.	Tell how the structure of the work contributes to its meaning. Explain	Tell about the interplay of characters through dialogue and action.

	how a soliloquy or sonnet impacts the meaning and structure of the piece.	Tell the point of view that the author takes and how it relates to the reader's perspective of character.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	RL.7.8 (Not applicable to literature)	RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
Cluster Assessment			
Compare/contrast the plots, characters, settings, and themes of a written text and a filmed, staged, or multimedia presentation of the same work.	N/A	Compare/contrast among a nonfiction piece and a fictional account of the same time period.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RL.7.10		
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
Cluster Assessment		
With support, students will read and comprehend grade level literature.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Cluster Assessment		
Cite 3 or more pieces of text evidence. Make connections to support the explicit evidence and make connections to textual inferences.	Tell the central ideas of a text and analyze how they have developed throughout the text. Find the textual details that support the central ideas. Write an objective summary with textual evidence.	Identify cause and effect relationships between individuals, events, and ideas in a text. Analyze how they influence each other.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.7.6 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.
Cluster Assessment		
Identify figurative, connotative, technical meanings and content specific vocabulary. Identify the author's meaning and tone determined by the word choice.	Explain how the structure of the piece contributes to its meaning. Tell how the text features help the readers understand the piece and contribute to helping find information.	Determine the author's point of view through tone and word choice.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Cluster Assessment		
Compare/contrast a text and a multimedia portrayal of the same text.	Evaluate the argument and claims in a text and determine whether they are reasonable.	Reflect on texts when multiple authors write about the same topic, but present key information differently (e.g, a memoir and a biography). Compare and contrast the texts the the authors' approaches.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With the necessary support and scaffolding, students will read and comprehend literary nonfiction at grade level text-complexity.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.1.A Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.7.1.B Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.7.1.C Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Cluster Assessment		
Write an introduction, write the claim and organize the reasons and evidence to support the claim.	Write supporting paragraphs (at least three) to support the claim with evidence. Use credible sources to ensure understanding of the topic.	Use words and phrases to clarify the relationship among claims and reasons.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.1.D Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.	W.7.1.E Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.	
Cluster Assessment		
Write using a formal/academic style throughout the work.	Write a conclusion statement or section reiterating the information or explanation in the work.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.2.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	W.7.2.B Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W.7.2.C Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
Cluster Assessment		
Write an introduction paragraph to an informational/explanatory text. Organize ideas using text structure and text features.	Write at least three paragraphs to develop a topic. Use relevant facts, definitions, quotes and examples through the development.	Use transitions to help show and prove relationships among ideas.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.2.D Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.7.2.E Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style academic style, approach, and form.	W.7.2.F Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cluster Assessment		
Write using specific vocabulary and language to inform or explain a topic.	Write using a formal/academic style throughout the work.	Write a conclusion statement or sections reiterating the information or explanation in the text.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.3.A Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.7.3.B Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	W.7.3.C Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
Cluster Assessment		
Orient the reader by introducing the narrative and characters. Organize the event sequence to ensure the narrative flows.	Use dialogue in narrative writing. Use description and pacing when writing to describe the characters and events.	Use transition words and phrases to move your narrative writing through different setting and sequences.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.7.3.D Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	W.7.3.E Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.	

Cluster Assessment	
Write using descriptive and sensory language.	Write a conclusion that makes sense with the sequence of events.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Production and Distribution of Writing		
Clusters		
W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.7.5 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.	W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Cluster Assessment		
Plan each type of writing in an organized systematic way geared to each specific writing task.	Revise writing with the help of a peer editor and teacher.	Use technology to collaborate with peers during the writing process including linking and citing sources.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.7.9.A and B Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
Cluster Assessment		
Research a topic to answer a question using several sources. Determine two more questions to research the same topic.	Take notes from different sources, recall and gather information on a topic. Quote and paraphrase data and conclusions, without plagiarism. Write basic bibliographic information.	A. Use evidence and specific details from literature text to help support writing. B. Use evidence and specific details from literary nonfiction text to help support writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Clusters		
W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Cluster Assessment		
Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		

SL.7.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.7.B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles	SL.7.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
Cluster Assessment		
Read and study required information to be able to make references in class. Use the prior preparation to add to discussion and reflection about topic being discussed in class.	Listen to classmates during discussions and speak one at a time.	Ask a question on the information presented. Make a comment based on what another classmate has asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comprehension and Collaboration		
Clusters		
SL.7.D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. D. Acknowledge new information expressed by others and, when warranted, modify their own views.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Cluster Assessment		
Listen to new information presented by others and if necessary, modify views.	Find the main idea and details in all types of formats and media. Tell how the ideas clarify the topic being examined.	Identify the speaker's argument and claims. Determine if they are reasonable. Tell if there is enough evidence and if it is relevant.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Presentation of Knowledge and Ideas		
Clusters		
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cluster Assessment		
Present information and claims by using facts and details to highlight main ideas and themes. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when informal discourse can be called for. Use formal English when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English		
Clusters		
L.7.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences.	L.7.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	L.7.1.C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Cluster Assessment		
Tell the need and role of clauses and phrases in a sentence.	Write a variety of sentences to fit the relationship of ideas and style of writing.	Use phrases and clauses in sentences. Fix misplaced and dangling modifiers.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Conventions of Standard English (7.2) and Knowledge of Language (7.3)		
Clusters		
L.7.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	L.7.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	L.7.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Cluster Assessment		
Use commas to separate coordinate adjectives.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online, if necessary.	Write concisely.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

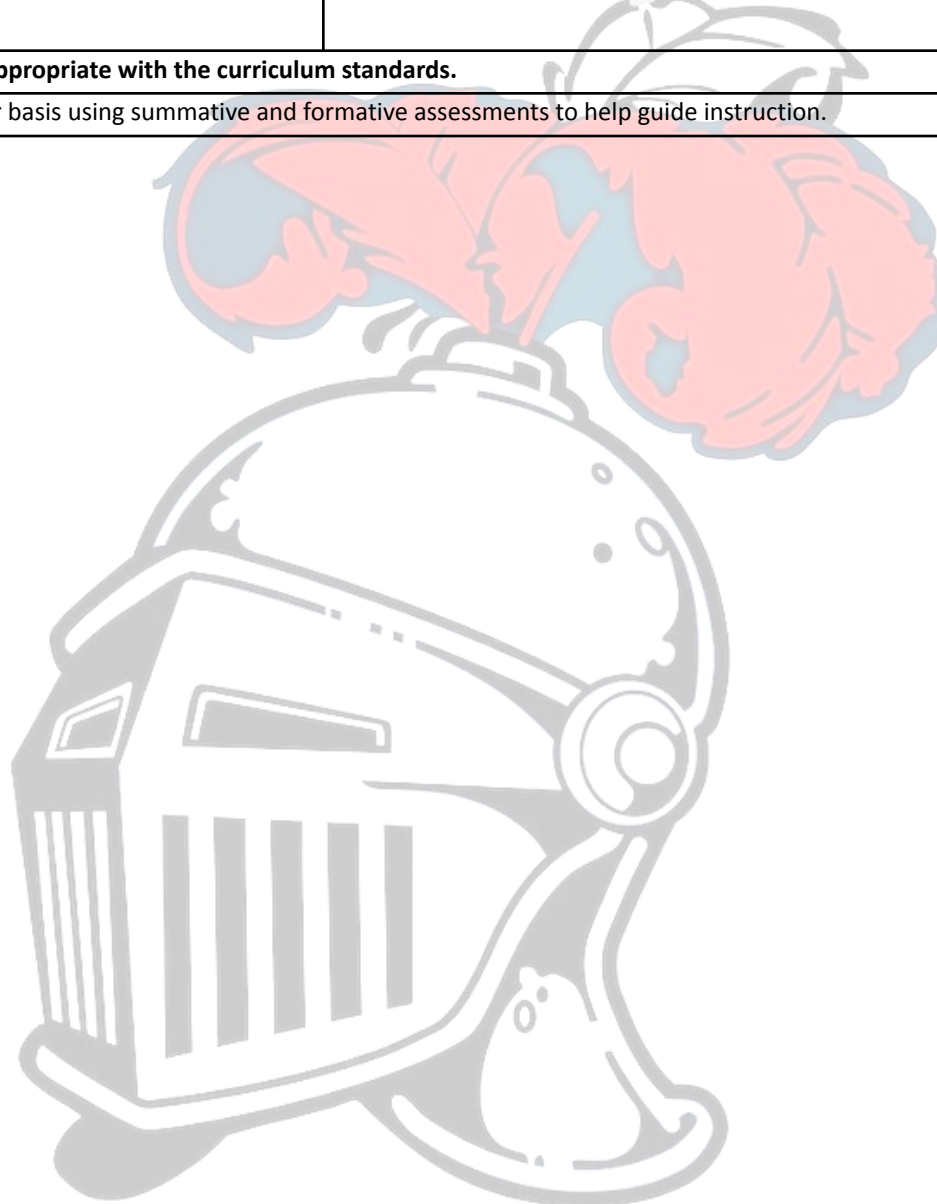
Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.7.4.A Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.7.4.B Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	L.7.4.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Cluster Assessment		
Use context clues to help determine word meaning.	Use all known and common Greek and Latin word parts to help determine meanings of words.	Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you've use the proper words and phrases.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.7.4.D Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.7.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	L.7.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Cluster Assessment		
Use a dictionary, hard copy or digital, to check the preliminary determination of a word.	Determine the meaning of figures of speech within context.	Use what you know about known words to determine similar meanings.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 7	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Vocabulary Acquisition and Use		
Clusters		
L.7.5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).	L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Cluster Assessment	
Use what you know about words to distinguish among connotations and denotations.	Use acquired vocabulary and academic words within writing and speaking.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	



English Language Arts Curriculum

Eighth Grade

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RL.8.2 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.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Cluster Assessment		
Cite 3 or more pieces of text evidence to support the explicit ideas. Make connections to textual inferences.	Tell the theme of a text and analyze how it has developed throughout the text. Write an objective summary with textual evidence.	Analyze how the parts of a story or drama are connected.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.8.6 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.
Cluster Assessment		
Identify connotative and figurative meaning of words used in the text.	Tell how the structure of the piece contributes to its meaning.	Tell the point of view that the author takes and how it relates to the reader's perspective of character.

Explain how the author's word choice impacts the meaning and tone of the work.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Literature	
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.			
Standard: Integration of Knowledge and Ideas			
Clusters			
RL.8.7 Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	RL.8.8 (Not applicable to literature)	RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Cluster Assessment			
Determine similarities and differences between a live production and a text of a story or drama.	N/A	Compare/contrast a nonfiction piece and a fictional account of the same time period.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.			
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.			

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Literature
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. .		
Cluster Assessment		
With support, students will read and comprehend grade level literature.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Key Ideas and Details		
Clusters		
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Cluster Assessment		
Analyze the text for explicit and inferred content. Cite evidence to support the analysis of the text.	Explain the theme or main idea of the text. Identify the author's development of the theme/idea. Summarize the text providing support of the main idea.	Analyze text in reference to characters, ideas, and events. Make connections between the references using distinctions such as comparison, analogy, or category.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Craft and Structure		
Clusters		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.	RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Cluster Assessment		
Determine meanings of figurative, connotative and technical language. Analyze word choice to identify the author's meaning and tone. Include analogies and allusions to other texts.	Analyze text structure attending to sentences, story development, and key concepts in the work.	Identify the author's point of view. Cite evidence where the author attends to conflicting evidence or views.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integration of Knowledge and Ideas		
Clusters		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Cluster Assessment		
Evaluate the best method for presentation of a variety of topics or ideas. Consider print, digital, video, audio, and multimedia presentations.	Identify the claims in a text and assess the soundness of the reasoning. Cite evidence to show relevant and irrelevant points within the text.	Analyze two or more nonfiction texts. Provide evidence to identify conflicting information. Cite evidence that shows agreement between the texts.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Reading Informational Text
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Reading and Level of Text Complexity		
Clusters		
RI.8.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Cluster Assessment		
With support, read and understand nonfiction with grade level text-complexity at or above grade level.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.8.1.A Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	W.8.1.B Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W.8.1.C Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Cluster Assessment		
Write an introduction to make a claim in your writing. Support the claim with appropriate reasons and evidence. Organize the text logically and attend to opposing claims.	Write a minimum of five paragraphs supporting a claim providing clear, logical reasons and evidence. Cite credible sources from both text and digital areas. Show understanding of your topic.	When supporting a claim, create a cohesive argument using clarity, reasons, evidence, and counterclaims.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.8.1.D Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.	W.8.1.E Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.	
Cluster Assessment		
Utilize a formal style when writing arguments to support a claim.	Write a statement or section as conclusion to a claim which supports the presented argument.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.8.2.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	W.8.2.B Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	W.8.2.C Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Cluster Assessment		
Utilizing text structure and features, write an introduction to an informative/ explanatory piece. Organize ideas, concepts, and information for your writing.	Write a minimum of five paragraphs to develop an informative/ explanatory piece. Utilize appropriate facts, definitions, details, quotations and other examples to develop the writing.	Utilize transition words to create a cohesive and clear relationship among the ideas and concepts in the writing.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.8.2.D Write arguments to support claims with clear reasons and relevant evidence. Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.8.2.E Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style/academic style, approach, and form.	W.8.2.F Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cluster Assessment		
In informational writing, utilize domain-specific language that is precise.	Utilize a formal style when writing arguments to support the claim. Use clear and relevant evidence.	Write a conclusion statement or section. Support the information presented in the development of the writing.

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		
W.8.3.A Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	W.8.3.B Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	W.8.3.C Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Cluster Assessment		
Write the introduction to a narrative about a real or imagined experience or event. In the introduction, establish the point of view and context. Introduce the narrator and characters. Organize sequence of events logically.	Develop characters, experiences, and events while writing the supporting paragraphs of the narrative. Utilize narrative techniques including dialogue, pacing, description, and reflection. Reflect on input from a peer about the writing.	Show the relationship among experiences and events through transition words, phrases, and clauses. Convey sequence and shifts of time or setting through careful word choice.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Types and Purposes		
Clusters		

W.8.3.D Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	W.8.3.E Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cluster Assessment	
While developing the narrative, use well chosen language to convey description, sensory images, actions, experience, and events.	Construct a conclusion that reflects the experiences and events of the narrative. Use peer editing to revise your conclusion.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.	
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.	

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Research to Build and Present Knowledge		
Clusters		
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). B. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Cluster Assessment		
Identify a question and conduct research using a variety of sources. Use the research to generate additional questions of exploration.	Identify credible sources of information both in hard copy and digitally. Avoid plagiarism when quoting from source materials. Cite references appropriately.	A. Analyze the themes, events, characters, and settings from a variety of traditional sources. Describe how the material is “made new”. B. Analyze the reasoning and evidence in a nonfiction text for relevant and irrelevant evidence.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Clusters		
RI.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Cluster Assessment		
Write for extended periods of time and shorter periods of time utilizing research, reflection, self-editing, and revising. Write for a range of tasks, purposes, and audiences. Use peer editing through online venues.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Speaking and Listening		
Clusters		
SL.8.1.A Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	SL.8.1B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	SL.8.1.C Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Cluster Assessment		
Prepare, in advance, for class discussion by reading material or researching. Collaborate on the material citing evidence. Reflect on others' ideas during discussion.	Discuss a range of topics. Work in a variety of collaborative situations making decisions, tracking progress, and defining roles.	Respond with questions and comments after hearing several speakers. Cite relevant evidence in your questions.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards:		
Clusters		
SL.8.1. D Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Cluster Assessment		
Engage in collaborative discussions with peers. Listen to new information, build upon information, and justify your views if necessary.	Analyze the reason behind information presented in diverse media and formats.	Ask a question on the information presented. Make a comment based on what another classmate has asked.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Presentation of Knowledge and Ideas		
Clusters		
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cluster Assessment		
Present information and claims by using facts and details to highlight main ideas and themes. Use appropriate public speaking behaviors.	Use multimedia components to present a topic, adding images or displays to help the audience understand the topic.	Decide when it is appropriate to use formal English and when to use informal discourse. Use formal English when appropriate.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Conventions of Standard English		
Clusters		
L.8.1.A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	L.8.1.B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Form and use verbs in the active and passive voice.	L.8.1.C and D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. D. Recognize and correct inappropriate shifts in verb voice and mood.
Cluster Assessment		
Tell the function of verbals and how and why they are used in sentences.	Write and use verbs in the active and passive voices.	C. Write and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. D. Identify and correct mistakes in verb shifts (voice and mood).
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Conventions of Standard English		
Clusters		

SL.8.2.A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	SL.8.2.B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use an ellipsis to indicate an omission.	SL.8.2.C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.
Cluster Assessment		
Use correct punctuation to indicate a pause or break.	Use an ellipsis to show an omission in writing.	Use and apply all learned spelling words and patterns. Use a dictionary or glossary, hard copy or online, if necessary.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Knowledge of Language		
Clusters		
L.8.3.A Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).		
Cluster Assessment		
Use verbs in different moods (active, passive, conditional, and subjunctive) while writing and speaking.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Vocabulary and Acquisition Use		
Clusters		

L.8.4.A Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.8.4.B Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	L.8.4.C and D Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Cluster Assessment		
Use context clues to help determine word meaning.	Use all known and common Greek and Latin word parts to help determine meanings of words.	C. Properly use appropriate reference materials to find pronunciation, meaning or part of speech for a word. D. Use a dictionary, hard copy or digital, to check the preliminary determination of a word.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Vocabulary Acquisition and Use		
Clusters		
L.8.5.A Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g. verbal irony, puns) in context.	L.8.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Use the relationship between particular words to better understand each of the words.	L.8.5.C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>).
Cluster Assessment		
Determine the meaning of figures of speech within context. Interpret irony and puns in figurative language.	Use what you know about known words to determine similar meanings.	Use what you know about words to distinguish among connotations and denotations.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 8	Domain: Language
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standards: Vocabulary Acquisition and Use		
Clusters		
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Cluster Assessment		
Use acquired vocabulary and academic words within writing and speaking.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

RESOURCES

Materials & Resources, Interdisciplinary Connections, Technology, Pacing - Included at each grade level

GLOSSARY - [Link](#) Assure that terms outlined in the State curriculum are covered.

- [SEL Competencies](#)
- [NJDOE SEL](#)
- [Amistad](#)
- [Holocaust](#)
- [Italian American Heritage](#)
- [Asian American /Pacific Islander Commission](#)
- [Climate Change Standards Support](#)
- [NJ Model Curriculum Health / Physical Education](#)
- [Diversity and Inclusion](#)

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

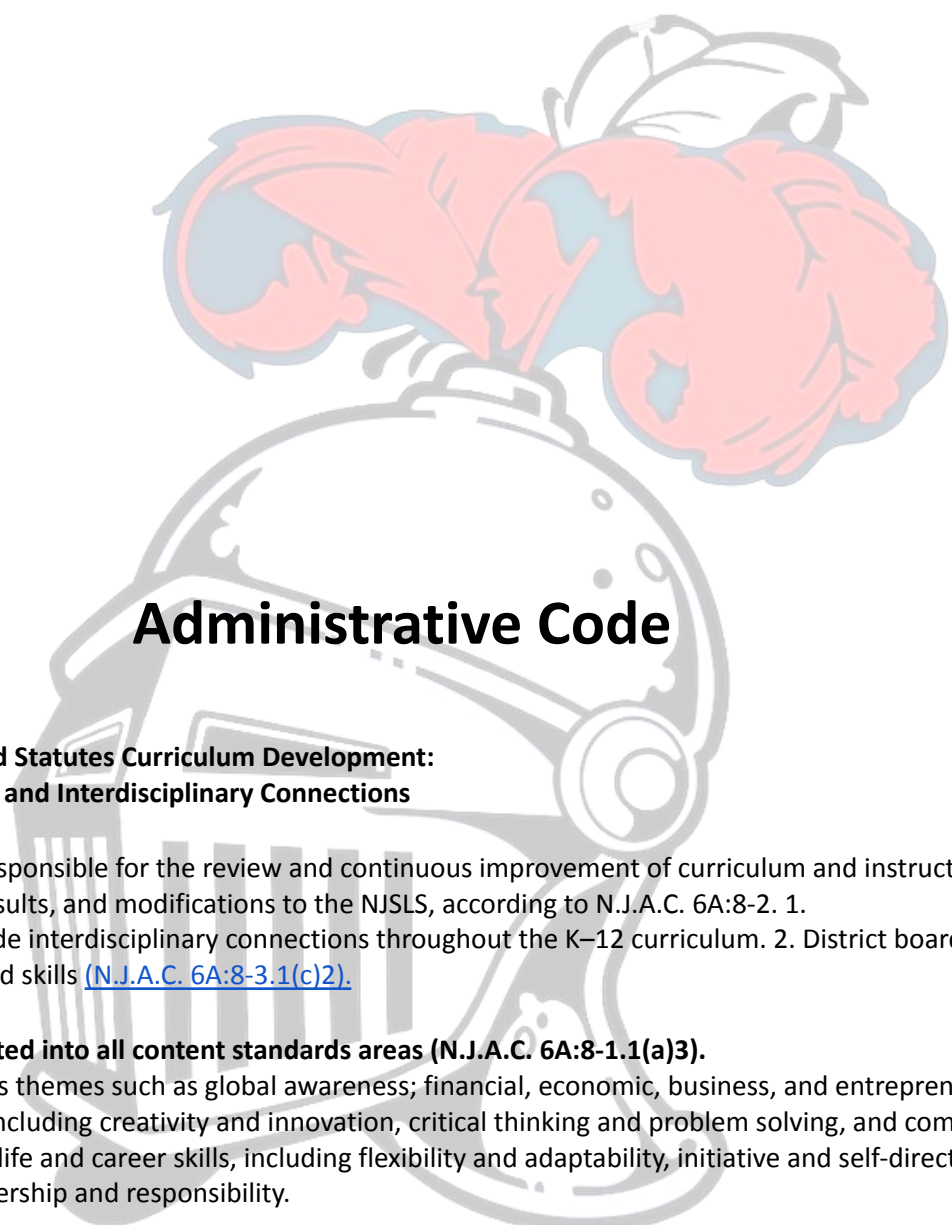
[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

[New Jersey Statutes and Regulations](#)

[Hamburg Borough School District Policies and Regulations](#)



Administrative Code

New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)2](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE:](#) Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

