

Subject: **Language Arts Literacy**

Grade: **Kindergarten**

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Identify and sort words in basic categories (e.g., opposites, same as, colors, word families).		X								
Explain meanings of common signs and symbols.		X								
Strand G: Comprehension Skills and Response to Text										
Respond to a variety of poems and stories through movement, art, music, and drama.		X								
Participate in shared reading experiences with various genres (e.g., storybooks, fairytales, informational text).		X								
Identify the central idea.		X								
Demonstrate ability to recall facts and details of text.		X								
Retell a story read aloud by using main characters, setting, and sequencing.			X							
Respond to teacher generated questions (e.g., how, why, and what if).			X							
Make inferences and draw conclusions by citing evidence from information gathered from personal experiences.			X							
Make text to self and text to text connections.			X							
Identify favorite books, authors, and stories.			X							
Strand H: Inquiry & Research										
Choose books related to topics of interest.			X							
Locate and demonstrate understanding of the purpose for various literacy areas of the classroom and the library/media center.			X							

Subject: **Language Arts Literacy**

Grade:1

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Match oral words to printed words (e.g., pointing to print as one reads).	X									
Practice reading print at school and at home with assistance.	X									
Locate and identify the title, author, and illustrator of a book or reading selection.	X									
Interpret simple graphs, charts, and diagrams.		X								
Strand B: Phonological Awareness										
Blend or segment the phonemes of most one-syllable words.	X									
Listen and identify the number of syllables in a word.		X								
Add, delete, or change initial and final sounds to change words (e.g., cow to how, cat to can).	X									
Add, delete, or change middle sounds to change words (e.g., pat to put).		X								
Strand C: Decoding and Word Recognition										
Identify all consonant sounds in spoken and written words.		X								
Recognize and use rhyming words to reinforce decoding skills.		X								
Decode regular one-syllable words and nonsense words.		X								
Recognize high frequency words in and out of context.			X							
Decode unknown words using basic phonetic analysis.		X								
Demonstrate understanding one-to-one sound-symbol relationships.	X									
Recognize and use common word families (e.g., -am, -at, -it, -up).			X							
Strand D: Fluency										
Answer questions correctly that are posed about stories read.	X									
Begin to read simple text with fluency and comprehension.			X							
Read fiction and nonfiction with fluency and comprehension at independent level.			X							
Strand E: Reading Strategies										
Establish a purpose for reading.	X									
Use visual cues to check for meaning.		X								
Use context clues to decode unknown words.				X						
Monitor reading by using strategies (e.g., searching for clues, questioning, self correcting).				X						
Use graphic organizers (e.g., KWL, Venn diagram) to build on experiences and extend learning.				X						
Begin to apply study skills strategies (e.g., survey, question, read, recite, and review-SQ3R) to assist with retention and new learning.								X		
Strand F: Vocabulary and Concept Development										
Develop a 300-500 high-frequency sight words and phonetically regular words.	X									
Understand the concept of antonyms and synonyms.				X						
Demonstrate an understanding of common and/or specific vocabulary in informational text and literature.			X							
Use new vocabulary and grammatical construction in own speech and writing (e.g., edit short sentences-capitalization, punctuation, parts of speech-verbs, nouns, adjectives).				X						

Subject: **Language Arts Literacy**

Grade:1

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand G: Comprehension Skills and Response to Text										
Demonstrate familiarity with genres of text, including storybooks, fables, fairytales, poetry, and informational text.		X								
Identify the central idea and supporting details.			X							
Identify and describe the elements of plot, setting, and characters in classic and contemporary literature (e.g., fairytales).			X							
Read fiction and nonfiction daily in independent-level materials.			X							
Respond to text through journal writing.				X						
Engage in silent independent reading for specific purposes (e.g., enjoyment, information).				X						
Strand H: Inquiry & Research										
Ask and explore questions related to a topic of interest.	X									
Demonstrate familiarity with a variety of resources for information (e.g., internet, library/media center).				X						
Draw conclusions from information and data gathered from multiple sources (e.g., internet).				X						

Subject: Language Arts Literacy**Grade: Grade 1****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Generate ideas for writing through talking, sharing, and drawing.		X								
Use a basic writing process to develop writing.			X							
Use simple sentences to convey ideas.		X								
Use pictures, developmental spelling or conventional text to create writing drafts.			X							
Revisit pictures and writings to add detail.				X						
Increase fluency (ability to write ideas easily) to improve writing.				X						
Use a simple checklist to improve writing with teacher support.								X		
Mimic an author's voice and patterns.								X		
Distinguish form, structure, and author's voice in various genres.								X		
Strand B: Writing as a Product										
Produce stories from personal experiences.				X						
Share and talk about own writing for classroom audience.				X						
Write nonfiction pieces, such as letters, procedures, biographies, or simple reports.				X						
Produce finished writings to share with class and/or for publication.				X						
Strand C: Mechanics, Spelling, and Handwriting										
Write all upper and lowercase letters of the alphabet from memory.	X									
Use left-to-right and top-to-bottom directionality and use appropriate spacing between words.	X									
Apply sound/symbol relationships to writing words.	X									
Use developmental spelling or knowledge of phonics to spell independently.	X									
Use basic punctuation and capitalization.	X									
Develop awareness of conventional spelling.		X								
Use correct spelling of some high frequency words.			X							

Subject: Language Arts Literacy

Grade: Grade 1

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand D: Writing Forms, Audiences, and Purposes.										
Create written texts for others to read.				X						
Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text.				X						

Subject: Language Arts Literacy

Grade: Grade 1

Instructional Scope

Standard 3.4 All students will listen actively to information from a variety of sources in a variety of situations.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Active Listening										
Listen to hear initial, final and middle sounds in words.	X									
Listen to a spoken word to produce another word that rhymes with it.		X								
Listen and respond appropriately to multi-step directions.				X						
Strand 2: Listening Comprehension										
Respond to questions about stories read aloud.		X								
Ask questions for clarification and explanation of stories and ideas heard.		X								
Recall information from listening to stories, poems, television and film.		X								
Listen to make predictions about stories read aloud.		X								
Make judgments based on information from the speaker.			X							
Listen to a familiar text being read to begin tracking print.				X						
Follow oral directions to perform specific tasks to answer questions or to solve problems.			X							

Subject: Language Arts Literacy

Grade: 1

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of theatre.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Theatre										
Utilize voice and movement in solo, paired and group pantomimes and improvisation.								X		
Portray characters demonstrating logical story sequence, given circumstances, plot, thematic intent, and informed character choices.								X		
Identify the function of a playing area and define the role of the audience.								X		
Develop character's awareness of personal space and creative movement that is character specific.								X		

Subject: Language Arts Literacy**Grade: Grade 2****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Generate ideas for writing through listening to stories, recalling experiences, brainstorming, and drawing.	X									
Use varied simple and compound sentences to convey ideas in writing.			X							
Use graphic organizers to assist with writing.		X								
Compose first drafts from prewriting works.		X								
Use everyday words in appropriate written context.	X									
Revise drafts for meaning, to add details, and to edit.			X							
Focus on elaboration as a strategy for improving writing.				X						
Participate with peers to comment on and react to each other's writing.				X						
Use a simple checklist to improve elements of own writing.		X								
Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.					X					
Develop fluency by writing daily for a sustained period.		X								
Strand B: Writing as a Product										
Produce a narrative with a beginning, middle, and end.		X								
Organize favorite work samples in a writing folder or portfolio.			X							
Strand C: Mechanics, Spelling, and Handwriting										
Use correct end point punctuation.	X									
Apply basic rules of capitalization.	X									
Recognize and apply basic spelling patterns.		X								
Write legibly in manuscript to meet district standards.		X								
Strand D: Writing Forms, Audiences, and Purposes.										
Generate ideas and write on topics in forms appropriate to other subject areas.				X						
Use writing as a tool for learning, self-discovery, and reflection.					X					
Use reading and technology to support writing.						X				
Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports.						X				

Subject: Language Arts Literacy**Grade: 2****Instructional Scope**

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Elaborate on experiences and ideas.			X							
Stay focused on a topic of discussion.			X							
Offer personal opinions related to topics of discussion.			X							
Strand B: Questioning (Inquiry) and Contributing										
Restate to demonstrate understanding.		X								
Identify a problem and simple steps for solving the problem.		X								
Ask for explanation to clarify meaning.		X								
Strand C: Word Choice										
Recognize and discuss how authors use words to create vivid images.			X							
Recite short poems.	X									
Strand D: Oral Presentation										
Read aloud with fluency.		X								
Participate in a dramatization or role play.					X					
Understand the importance of looking at an audience.		X								
Talk about an experience or work sample in front of a small group.				X						

Subject: Language Arts Literacy**Grade:3****Instructional Scope**

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Recognize printed materials provide varied and specific information.	X									
Explain purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.	X									
Use a glossary or index to locate information in a text.	X									
Strand B: Phonological Awareness										
No new concepts introduced.										
Strand C: Decoding and Word Recognition										
Use letter-sound knowledge and structural analysis (e.g., compound words and contractions) to decode words.	X									
Use context to accurately read words with more than one pronunciation.		X								
Recognize and use common prefixes and suffixes (e.g., re-, ex-, -ment, -tion).			X							
Distinguish among the spellings of homophones (e.g., cite, site, sight) in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.		X	X							
Use the pronunciation key of a dictionary/online dictionary to decode new words.		X								
Strand D: Fluency										
Recognize grade-level words accurately and with ease making a text sound like spoken language when read aloud.	X									
Read aloud with proper phrasing, inflection, and intonation.	X									
Read longer text and chapter books independently and silently.		X								
Apply learned strategies (e.g., questioning, rereading) to determine if text makes sense without being prompted.		X								
Strand E: Reading Strategies										
Set purpose for reading fiction or nonfiction and check to verify or change predictions during/after reading.	X									
Use visuals (e.g., pictures, maps, symbols) and context clues to assist with decoding of unknown words.		X								
Monitor comprehension and accuracy while reading in context and self-correct errors.		X								
Develop and use graphic organizers (e.g., Venn diagram, semantic map) to build on experiences and extend learning.		X								
Identify specific words or wording (e.g., highlight, post-it notes) that cause comprehension difficulties during reading.			X							

Subject: Language Arts Literacy

Grade:3

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand F: Vocabulary and Concept Development										
Use new vocabulary and grammatical construction in own speech and writing (e.g., parts of sentences, clauses, phrases, and fragments).	X									
Use pictures and context clues to assist with meaning of new words in fiction and non fiction.		X								
Identify and correctly use antonyms, synonyms, homophones, and homographs in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.		X	X	X						
Strand G: Comprehension Skills and Response to Text										
Read fiction and nonfiction daily in materials appropriate for independent reading level.		X								
Identify and describe the elements of plot, setting, and characters, in classic and contemporary literature (e.g., fairytales, mythology, plays, poetry, folktales).		X								
Interpret information in graphs, charts, and diagrams used in informational text.			X							
Recognize first person point of view.				X						
Distinguish cause/effect, fact/opinion, and central idea/supporting details in interpreting <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.					X					
Identify how authors use humor, sarcasm, and imagery in fiction and nonfiction to extend meaning.					X					
Discuss underlying themes or messages in interpreting fiction.						X				
Summarize major points from informational text.							X			
Use information and reasoning to examine bases of hypotheses and opinions.						X				
Participate in creative responses to texts (e.g., dramatizations, oral presentations, emails).									X	
Strand H: Inquiry & Research										
Identify and apply steps in conducting and reporting research (e.g., note taking, outlining).							X			
Use library classification systems, print or electronic, to locate information.			X							

Subject: Language Arts Literacy**Grade: Grade 3****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading, and discussion.	X									
Demonstrate understanding of a scoring rubric to improve writing (e.g., New Jersey Holistic Scoring Rubric).	X									
Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.		X								
Use reference materials such as a dictionary or internet/software resource to revise work.		X								
Edit work for basic spelling and mechanics.		X								
Develop voice in own writing.			X							
Reflect on own writing, noting strengths and areas needing improvement.		X								
Strand B: Writing as a Product										
Write a descriptive piece, such as a description of a person, place, or object.	X									
Develop a collection of writings (e.g., an electronic portfolio or literacy folder).	X									
Write a narrative piece based on personal experiences.		X	X							
Share and discuss own writing with other students.		X								
Write a nonfiction piece and/or simple informational report across the curriculum.			X							
Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative.			X							

Subject: Language Arts Literacy**Grade: Grade 3****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand C: Mechanics, Spelling, and Handwriting										
Use Standard English conventions that are developmentally appropriate: sentences, punctuation, capitalization and spelling.	X	X								
Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words.	X									
Use knowledge of English grammar and usage such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech to craft writing.	X									
Use capital letters correctly in sentences for proper nouns, and in titles.	X									
Analyze examples of narrative and expository writing to develop understanding of paragraphs and indentation.	X									
Indent, in own writing, to show the beginning of a paragraph.	X									
Spell words correctly with particular attention to frequently used words, contractions, and homophones.		X								
Use transitions between paragraphs.				X						
Use word processing software to construct text.					X					
Strand D: Writing Forms, Audiences, and Purposes.										
Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community).	X	X	X	X	X	X	X	X	X	X
Write to express thoughts and ideas, to share experiences, and to communicate socially.	X	X	X	X	X	X	X	X	X	X
Write the events of a story sequentially.		X								
Write narrative text (e.g., realistic or humorous story).		X								
Respond to literature through writing to demonstrate an understanding of a text.			X							
Write non-fiction text (e.g., reports, procedures, letters).			X							

Subject: Language Arts Literacy

Grade: Grade 3

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature.			X							
Write formal and informal letters for a variety of audiences and purposes.				X						

Subject: Language Arts Literacy**Grade: 3****Instructional Scope**

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Listen and follow a discussion in order to contribute appropriately.	X									
Wait turn to speak.	X									
Stay focused on topic.	X									
Support an opinion with details.				X						
Strand B: Questioning (Inquiry) and Contributing										
Develop appropriate questions to explore a topic.			X							
Strand C: Word Choice										
Use vocabulary related to a particular topic.	X									
Adapt language to persuade, explain, or seek information.					X					
Use figurative language creatively when speaking.								X		
Strand D: Oral Presentation										
Use strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.					X					
Use pictures (e.g., illustrations, electronic media) to support an oral presentation.							X			
Participate in readers' theatre.							X			
Revise presentations based on feedback from peers and teacher.								X		

Subject: Language Arts Literacy

Grade: 3

Instructional Scope

Standard 3.4 All students will listen actively to information from a variety of sources in a variety of situations.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Active Listening										
Exchange information through verbal and nonverbal messages.				X						
Strand 2: Listening Comprehension										
Listen to a story read aloud and/or information from television, computer, internet or film, and summarize main ideas.	X									
Connect messages heard to prior knowledge and experiences.		X								
Paraphrase information shared by others.			X							

Subject: Language Arts Literacy

Grade: 3

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of theatre.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Theatre										
Create original plays using script-writing formats that demonstrate comprehension of stage directions, conflict, and climax, the elements of theatre and basic theatrical elements.								X	X	
Demonstrate how the use of vocal variety, physical expression, stage business, sensory recall, concentration, and focus in scripted and improvised performances affect meaning.								X	X	

Subject: Language Arts Literacy

Grade:4

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Explain how mood is created by literary elements in stories, including setting, characters, and plot in <u>uncomplicated text</u> , which uses simple language and structure, have a clear purpose and a familiar style.		X								
Recognize third person point of view.		X								
Read critically by identifying, analyzing, and applying knowledge of the purpose (e.g., author's point of view), structure, and elements of uncomplicated nonfiction and providing support from the text as evidence of understanding.		X								
Discuss author's opinions and how they reflect culture, ethnicity, gender, and historical periods.			X							
Discuss underlying themes across cultures in various <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.			X							
Identify the structures of drama (e.g., script, storyline, dialogue).					X					
Recognize differences among forms of literature, including poetry, drama, fiction, and informational text.						X				
Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of uncomplicated fiction and providing support from the text as evidence of understanding.							X			
Identify some literary devices in stories (e.g., foreshadowing).							X			
Identify the structures in poetry (e.g., stanzas, lines).								X		
Strand H: Inquiry & Research										
Summarize by taking notes.		X								
Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of understanding (e.g., project-based learning).					X					
Investigate a favorite author and produce evidence of research.								X		

Subject: Language Arts Literacy

Grade: Grade 4

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Generate ideas for writing through listening to stories, recalling experiences, brainstorming, reading, discussing models of writing, talking, and asking questions.	X									
Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.	X									
Demonstrate understanding of a scoring rubric and apply to improve and evaluate writing (e.g., New Jersey Holistic Scoring Rubric).		X								
Use increasingly complex sentence structure and syntax to express ideas.			X							
Use computer writing applications during the writing process.					X					
Review and edit work for spelling, mechanics, clarity, organization and fluency.						X				
Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.							X			
Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.								X		
Review own writing with others to understand the reader's perspective and to consider ideas for revision.								X		
Strand B: Writing as a Product										
Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing.		X								
Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words.			X							
Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles.			X							
Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.				X						
Distinguish between the characteristics and structures of a variety of genres.						X				
Craft writing by strengthening openings and closings, and using dialogue.							X			

Subject: Language Arts Literacy

Grade: Grade 4

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging words, sentences, and paragraphs.							X			
Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas.							X			
Write informational reports across the curriculum that frame an issue or topic (e.g., multicultural or global), include facts and details, and use multiple sources.								X		
Discuss own writing with other students.								X		
Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience.									X	
Strand C: Mechanics, Spelling, and Handwriting										
Use Standard English conventions that are developmentally appropriate such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.	X									
Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work.			X							
Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue.				X						
Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.					X					
Use knowledge of English grammar and usage such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses to craft writing.							X			
Strand D: Writing Forms, Audiences, and Purposes.										
Develop scoring criteria for a writing rubric based on form and purpose.	X									
Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community).			X							
Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry).			X							
Demonstrate the development of a personal style and voice in writing.		X								
Analyze the characteristics of a variety of genres, including expository, narrative, poetry, and reflection.			X							

Subject: **Language Arts Literacy**

Grade: 4th

Instructional Scope

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Take turns without dominating.	X									
Stay focused on a topic and ask relevant questions.		X								
Use details, examples and reasons to support central ideas or clarify a point of view.				X						
Strand B: Questioning (Inquiry) and Contributing										
Solve a problem or demonstrate understanding of a task through group collaboration.	X									
Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.		X								
Explain concepts by describing, narrating, or explaining how and why things happen.		X								
Develop questioning techniques (e.g., who, what, when, where, why, and how).		X								
Reflect on and evaluate information learned as a result of the inquiry.										X
Use interview techniques to develop inquiry skills.								X		
Strand C: Word Choice										
Use varied sentence structure and correct grammar.	X									
Recite longer poems and/or famous quotations.										X
Use appropriate vocabulary to support or clarify a message.			X							
Use convincing dialogue to role-play short scenes involving familiar situations or emotions.			X							

Subject: Language Arts Literacy**Grade: Grade 4****Instructional Scope**

Standard 3.4 All students will listen actively to information from a variety of sources in a variety of situations.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Active Listening										
Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.	X									
Listen actively for a variety of purposes.			X							
Listen attentively and critically to a variety of speakers by taking notes.							X			
Recognize and analyze persuasive techniques while listening.							X			
Strand 2: Listening Comprehension										
Developing listening strategies to understand what is heard.	X									
Relate the content heard to prior knowledge and answer factual and interpretive questions.		X								
Demonstrate competence in listening through comprehension of a story, interview, and oral report of an event or incident.				X						
Make inferences based on an oral report or presentation.						X				
Interpret vocabulary gained through listening.						X				
Demonstrate competence in listening by interpreting and applying received information to new situations and solving problems.								X		

Subject: Language Arts Literacy

Grade: 4

Instructional Scope

Standard 1.3 All students will demonstrate an understanding of the elements and principles of theater.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Theatre										
Explain the function of sensory recall and apply it to character development.						X				
Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, state business, concentration, and focus.						X				
Analyze the components of theatrical design to identify time, place, mood, and theme created with the elements of design.							X			
Evaluate the structural characteristics of well-made play in a variety of scripts and performances.							X			

Subject: Language Arts Literacy

Grade:5

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Explain how various text features contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	X									
Manipulate multiple electronic texts (digital and/or web-based) simultaneously (e.g., move between more than one opened document).					X	X				
Strand B: Phonological Awareness										
No new objectives introduced.										
Strand C: Decoding and Word Recognition										
Use context clues or knowledge of phonics, syllabication, roots, prefixes, and suffixes to decode new words.	X	X								
Interpret new words correctly in context.	X	X								
Apply spelling patterns and syllabication rules that aid in decoding and word recognition in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.		X	X							
Strand D: Fluency										
Adjust reading speed appropriately for different purposes and audiences.		X	X	X						
Read aloud in ways that reflect understanding of proper phrasing and intonation in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.			X	X						
Read silently for the purpose of increasing speed, accuracy, and reading fluency in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.					X	X				
Apply self-correcting strategies to decode and gain meaning from print both, orally and silently in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.			X	X						
Apply knowledge of word structures and patterns to read with automaticity.										
Strand E: Reading Strategies										
Integrate prior knowledge with new information in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.			X	X						
Vary reading strategies according to the purpose for reading and the nature of <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.										
Reread to make sense of difficult paragraphs or sections of in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.	X	X	X							
Make revisions to text predictions during and after reading.										
Select and apply graphic organizers to illustrate key concepts and relationships in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.		X	X							

Subject: Language Arts Literacy

Grade:5

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand F: Vocabulary and Concept Development										
Use dictionaries or bilingual dictionaries and thesauruses (printed or electronic) independently to determine appropriate synonyms and definitions.	X	X	X							
Develop an extended vocabulary through both listening and independent reading in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and familiar style.	X	X	X	X	X	X	X	X	X	X
Strand G: Comprehension Skills and Response to Text										
Identify author's purpose, views , and beliefs.						X	X	X		
Identify genre by distinctive elements (e.g., folktales, mythology, and fairytales) in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.										
Use cause and effect and sequence of events to gain meaning in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.					X	X	X			
Recognize persuasive and propaganda techniques used to influence readers in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.			X	X						
Recognize historical and cultural biases and different points of view in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.								X	X	
Demonstrate an understanding that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.								X	X	X
Distinguish between major and minor details in <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.	X	X								
Make inferences using textual information and provide supporting evidence from <u>uncomplicated text</u> , which uses simple language and structure, has a clear purpose and a familiar style.			X	X						
Recognize common organizational patterns that support comprehension in <u>uncomplicated text</u> , which uses simple language and structure, have a clear purpose and a familiar style.				X	X	X				
Identify and analyze text types, formats, and elements, in uncomplicated informational text, which uses simple language and structure, have a clear purpose and a familiar style.			X	X						
Recognize figurative language in text (e.g., simile, metaphor, personification, alliteration).						X	X	X	X	
Identify and respond to the elements of sound and structure in prose and poetry.						X	X			
Interpret idiomatic expressions in <u>uncomplicated text</u> , which uses simple language and structure, have a clear purpose and a familiar style.						X	X			

Subject: Language Arts Literacy**Grade:5****Instructional Scope**

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand H: Inquiry & Research										
Develop and revise questions for investigations prior to, during, and after reading.		X	X							
Use multiple sources to locate information relevant to research questions.								X	X	X
Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.							X	X		
Summarize and organize information by taking notes, outlining ideas, and/or making charts.							X	X		
Produce authentic projects and reports, using visuals, media, and/or technology to demonstrate learning and instruct others.								X	X	
Use search engine to locate electronic sources of information.					X	X				

Subject: Language Arts Literacy**Grade: Grade 5****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.	X	X								
Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify choices made.			X	X						
Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	X	X								
Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a conclusion.			X	X						
Reflect on own writing, noting strengths and setting goals for improvement.		X								
Strand B: Writing as a Product										
Demonstrate knowledge of characteristics, structures, and voice of selected genres.					X	X				
Write multi-paragraph, expository pieces across the curriculum (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	X	X	X	X	X					
Write a range of essays across the curriculum (e.g., persuasive, personal, descriptive, issue-based).	X	X	X	X	X	X	X	X	X	X
Write various types of uncomplicated prose, such as short stories, biography, autobiography, or memoir that contain narrative elements).						X	X	X	X	X
Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.								X	X	X
Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.			X	X						
Prepare a works consulted page for reports or research papers.									X	X
Strand C: Mechanics, Spelling, and Handwriting										
Use knowledge of English grammar and usage to express ideas effectively.	X	X	X	X	X					

Subject: Language Arts Literacy

Grade: Grade 5

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Use correct capitalization and punctuation, including commas and colons, throughout writing.	X	X	X	X						
Use quotation marks and related punctuation correctly in passages of dialogue.				X	X	X				
Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	X	X	X							
Analyze examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation.					X	X	X			
Edit writing for correct grammar usage, capitalization, punctuation, and spelling.			X	X						
Organize paragraphs using topic sentences.			X							
Use transitions between and within paragraphs.		X	X							
Strand D: Writing Forms, Audiences, and Purposes.										
Gather, select, and organize information appropriate to a topic, task, and audience.		X	X	X						
Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.					X	X	X	X		
Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.						X	X	X		
Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.				X	X					
Use narrative and descriptive writing techniques that attempt compositional risks (e.g., dialogue, literacy devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).				X	X					

Subject: Language Arts Literacy**Grade: Grade 5****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.								X	X	X
Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.			X	X	X					
Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).					X	X	X	X		
Write friendly business letters in correct format and coherent style.							X	X		
Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, compare/contrast, explanation, problem/solution, and order of importance.				X	X	X				
Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.		X	X							
Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).				X	X					

Subject: Language Arts Literacy**Grade: 5****Instructional Scope**

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Acknowledge and respond to others' opinions.		X								
Retell main events of stories or main points of uncomplicated informational text, which uses simple language and structure, has a clear purpose and familiar style.		X								
Participate in class discussions (e.g., summarize, paraphrase).	X									
Use precise, organized language that reflects the conventions of spoken English.		X	X							
Present ideas and opinions spontaneously in response to a topic or other speakers.			X	X						
Strand B: Questioning (Inquiry) and Contributing										
Respond orally by adding questions and comments while integrating knowledge.				X	X					
Strand C: Word Choice										
Use varied word choice to clarify, illustrate, and elaborate.				X	X					
Select and use suitable vocabulary to fit a range of audiences.			X	X	X					
Use figurative language creatively when speaking (e.g., idioms, puns, cliches).						X	X			
Strand D: Oral Presentation										
Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.						X	X			
Use visuals (e.g., charts, graphs, electronic media) when presenting for clarification.			X	X						
Use props effectively while speaking.							X	X		
Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.							X	X		
Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.							X	X		

Subject: Language Arts Literacy

Grade: Grade 5

Instructional Scope

Standard 3.4 All students will listen actively to information from a variety of sources in a variety of situations.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Active Listening										
Listen to determine a speaker's purpose, attitude and perspectives.							X			
Use criteria to evaluate oral presentations.							X	X		
Contribute relevant responses to discussions.							X	X		
Strand 2: Listening Comprehension										
Demonstrate competence in listening through responding to a story, interview, or oral report.		X	X							
Ask pertinent questions, take notes, and draw conclusions based on information presented.		X	X							

Subject: Language Arts Literacy

Grade: 5

Instructional Scope

Standard 1.2 All students will utilize those skills, media, methods and technologies appropriate to the creation, performance and presentation of theatre.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Theatre										
Create a method for defining and articulating character objectives, intentions and subtext, and apply to the portrayal of characters in live performances or taped mediums.							X	X	X	
Create a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting technique, and active listening skill.							X	X	X	

Subject: Language Arts Literacy

Grade: 6

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Use text index and glossary independently.	X									
Explain how various print and electronic text features contribute to comprehension (e.g., headings, introductory, concluding paragraphs, graphs, tables, charts, and diagrams).		X								
Use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).		X	X	X						
Use hyperlinks to access information that enhances comprehension of web-based text.		X								
Strand B: Phonological Awareness										
No new objectives introduced.										
Strand C: Decoding and Word Recognition										
Apply knowledge of known words to decode unknown words (refer to word parts and word origin).	X	X								
Apply spelling patterns and syllabication rules that aid in decoding and word recognition in <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.	X	X								
Strand D: Fluency										
Read aloud in ways that reflect understanding of proper phrasing and intonation in <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.	X		X				X		X	
Read silently for the purpose of increasing speed, accuracy, and reading fluency in <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.										
Apply self-correcting strategies to decode and gain meaning from print both, orally and silently in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.				X	X	X	X			
Strand E: Reading Strategies										
Integrate prior knowledge with new information in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X								
Vary reading strategies according to the purpose for reading and the nature of <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X	X	X	X	X	X	X	
Reread to make sense of difficult paragraphs or sections of in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X								
Use visuals and/or construct mental images to aid in understanding of text.		X								
Use context clues and knowledge of syllabication, prefixes, and suffixes to decode new words in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X	X	X					

Subject: Language Arts Literacy

Grade: 6

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2				Trimester 3		
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Select and apply graphic organizers (e.g., story plots, characterization charts) to illustrate key concepts and relationships in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X	X							
Strand F: Vocabulary and Concept Development										
Use dictionaries or bilingual dictionaries and thesauruses (printed or electronic) for a variety of purpose (e.g., definitions, word origins, parts of speech).	X									
Infer word meanings from learned roots, prefixes, and suffixes in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X							
Infer specific word meanings in the context of more challenging reading passages.				X						
Identify and correctly use antonyms, synonyms, homophones, and homographs in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X								
Develop an extended vocabulary through both listening and independent reading in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.	X	X	X							
Identify common idiomatic expressions (e.g., definitions, word origins, parts of speech).									X	X
Strand G: Comprehension Skills and Response to Text										
Identify genre by distinctive elements (e.g., folktales, mythology, and fairytales) in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X		X		X		X	X	
Respond critically to an author's purpose, ideas, views, and beliefs.		X								
Use cause and effect and sequence of events to gain meaning in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X							
Recognize persuasive and propaganda techniques used to influence readers in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.				X						
Recognize and understand historical and cultural biases and different points of view in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.						X				
Identify and analyze features of themes conveyed through characters, actions, and images in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X		X		X		X		
Distinguish between major and minor details in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X							
Make inferences using textual information and provide supporting evidence from <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.			X							

Subject: Language Arts Literacy

Grade: 6

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Recognize common organizational patterns that support comprehension in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.						X	X	X		
Identify and analyze text types, formats, and elements, in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.	X		X		X		X			
Explain characterization, setting, plot, theme, and point of view in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.		X		X		X		X		
Interpret idiomatic expressions in more challenging text which includes some difficult context dependent words and concepts that are not always stated explicitly.									X	X
Read critically by identifying, analyzing, and applying knowledge of the purpose (e.g., author's point of view), structure, and elements of more challenging nonfiction and providing support from the text as evidence of understanding.					X					
Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of more challenging fiction and providing support from the text as evidence of understanding.			X							
Explain writer's point of view in informational text.			X							
Strand H: Inquiry & Research										
Select and use multiple sources to locate information relevant to research questions.					X					
Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding (e.g., plays, short stories).						X	X	X		
Synthesize information from multiple sources to construct new understanding.					X					

Subject: Language Arts Literacy**Grade: Grade 6****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Analyze real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.			X	X	X	X	X	X	X	
Generate ideas for writing through reading and making connections across the curriculum and with current events and global issues.		X	X	X	X	X	X	X	X	
Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.					X	X	X	X	X	
Write multi-page informational compositions that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.					X	X				
Strand B: Writing as a Product										
Write various types of more challenging prose, such as short stories, biography, autobiography, or memoir that contain narrative elements.	X	X	X	X	X	X		X	X	X
Strand C: Mechanics, Spelling, and Handwriting										
Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.		X								
Create a web page.		X								
Format, edit, and print documents created with word processing software.		X	X							
Strand D: Writing Forms, Audiences, and Purposes.										
Write business letters in correct format and coherent style.								X		

Subject: Language Arts Literacy

Grade: 6

Instructional Scope

Standard 1.3 All students will demonstrate an understanding of the elements and principles of theater.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Create Works of Art in Theatre										
Analyze the structural components of plays and performances from a variety of western and nonwestern theatrical traditions in different historical eras.							X			X
Define the areas of responsibility and necessary job skills for the front and back-of-house members of a theatre company.									X	X
Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.									X	
Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character.							X			

Subject: Language Arts Literacy

Grade:7

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to synthesize and evaluate information.	X		X	X	X			X		
Demonstrate an understanding of the organizational structure of printed material (e.g., chronological, sequential, procedural text).	X		X	X	X		X		X	
Explain how hyperlinks create a non-linear structure for electronic text.			X				X	X		
Strand B: Phonological Awareness										
No new objectives introduced.										
Strand C: Decoding and Word Recognition										
Apply spelling patterns and syllabication rules that aid in decoding in <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.	X	X								
Use structural analysis and context analysis to decode new words using <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.	X	X								
Strand D: Fluency										
Read aloud in <u>more challenging text</u> , reflecting understanding of the text and engaging the listener.	X									
Read silently with comprehension and fluency in <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.										
Strand E: Reading Strategies										
Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.	X		X	X	X	X			X	
Use text guides to understand <u>more challenging text</u> structure and organizational patterns (e.g., chronological sequence or comparison and contrast).	X		X		X		X		X	
Strand F: Vocabulary and Concept Development										
Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	X	X								
Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meaning in speaking and writing experiences.	X	X	X							
Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.	X	X	X							
Strand G: Comprehension Skills and Response to Text										
Formulate literal and inferential questions with <u>more challenging text</u> , which includes some difficult context dependent words and concepts that are not always stated explicitly.	X		X		X		X		X	
Distinguish between essential and nonessential information.	X		X		X		X		X	

Subject: Language Arts Literacy

Grade:7

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Differentiate among fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.	X		X				X			X
Analyze and explain the purposes and characteristics of different genres.	X		X		X		X		X	
Analyze ideas and recurring themes, such as bravery, loyalty, friendship, and loneliness, found in text.	X		X	X	X		X		X	
Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by authors from different cultures.	X		X		X		X		X	
Analyze and explain the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot in <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.	X		X		X		X		X	
Use textual evidence to support interpretations from <u>more challenging text</u> which includes some difficult context dependent words and concepts that are not always stated explicitly.	X			X					X	
Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and style of text.	X						X			
Identify and analyze recurring themes across literary works from different cultures.	X								X	
Demonstrate an understanding of the author's use of idioms, analogies, metaphors, and similes in prose and poetry.	X									
Compare and contrast the perspectives of authors from different cultures in a variety of interdisciplinary works.	X									
Interpret text ideas through journal writing , discussion, and reenactment.	X		X		X		X		X	X
Use authentic text - print/online - (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.			X							X
Strand H: Inquiry & Research										
Produce written and oral work that demonstrates comprehension of informational materials.			X				X	X		
Analyze a work of literature, from the U.S. or another culture, showing how it reflects the heritage, traditions, attitudes, and/or beliefs of its author and time period.	X		X		X					
Collect materials for a portfolio that reflect personal, academic, and career interest.										X
Self-select materials related to a research project.			X				X	X		
Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	X				X					
Analyze website descriptions for usefulness and reliability.										X
Apply steps for the research process (e.g., gather information, organize information, document sources) and present in individual and group projects.			X	X			X	X	X	

Subject: Language Arts Literacy

Grade: Grade 7

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Writing as a Process										
Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.		X			X					
Write multi-page compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.		X			X					
Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).		X			X					X
Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.					X				X	
Compose, revise, edit, and publish writing using appropriate word processing software.		X						X	X	
Engage in the full writing process by writing daily and for a sustained period.					X			X	X	
Use a variety of sentence types correctly, including combinations of independent and dependent clauses prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.		X			X			X	X	
Strand B: Writing as a Product										
Demonstrate knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	X	X			X			X	X	
Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.					X					
Write reports and nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.			X	X			X	X	X	
Write a range of essays, including persuasive, speculative, descriptive, personal, or issue-based.		X						X		

Subject: Language Arts Literacy**Grade: Grade 7****Instructional Scope**

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand C: Mechanics, Spelling, and Handwriting										
Use Standard English in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.	X					X				
Use transition words to reinforce a logical progression of ideas.					X			X	X	
Use subordination, coordination, apposition, and other devices to indicate relationships between ideas.	X					X		X	X	
Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.				X		X		X	X	
Create and format web-based text, such as e-mails and messages posted on electronic boards.				X						X
Strand D: Writing Forms, Audiences, and Purposes.										
Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/workplace or technical writing).	X			X				X		
Write responses to literature and develop insights into interpretations by connecting to personal experiences, and global perspectives, while referring to textual information.	X			X	X		X		X	
Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	X					X		X		
Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).	X			X		X			X	
Use primary and secondary sources to understand the value of each when writing a research report.				X			X	X		
Write reports based on research and include citations, quotations, and works consulted page.				X			X	X	X	
Examine the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.				X			X			

Subject: Language Arts Literacy

Grade: Grade 7

Instructional Scope

Standard 3.2 All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.								X		
Present evidence when writing persuasive essays, examples, and justification to support arguments.								X		
Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.									X	X
Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.					X			X	X	

Subject: Language Arts Literacy

Grade: 7

Instructional Scope

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Apply rules for collaborative or whole class debate on a controversial issue.	X					X			X	X
Define group roles using consensus to ensure a task is understood and completed.									X	X
Support a position, acknowledging opposing views.	X								X	X
Participate in an informal debate (e.g., small group discussion, blog).	X									X
Strand B: Questioning (Inquiry) and Contributing										
Paraphrase others' comments to clarify viewpoints.									X	X
Question to clarify others' opinions.									X	X
Talk with others to identify and explore issues and problems (e.g., human rights, global issues).									X	X
Strand C: Word Choice										
Paraphrase, illustrate, clarify, and/or expand on a topic or idea.			X						X	
Develop and use advanced vocabulary related to a topic.			X						X	
Use language that stimulates an audience's interest.				X						X
Strand D: Oral Presentation										
Use a variety of strategies to prompt discussion and enhance planning of formal and informal presentations.	X									X
Use visual aids, media, and/or technology to support oral communication.			X	X						
Give oral presentations such as summaries of books, articles, research papers, narratives, and persuasive topics to different audiences for various purposes.					X					X
Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.					X					X
Develop and use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.					X					X
Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.					X					X

Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.				X						X
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Subject: Language Arts Literacy

Grade: Grade 7

Instructional Scope

Standard 3.4 All students will listen actively to information from a variety of sources in a variety of situations.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand 1: Active Listening										
Demonstrate active listening by analyzing information, ideas and opinions to determine relevancy.	X			X						
Recognize persuasive techniques and credibility in oral communication.	X						X			X
Strand 2: Listening Comprehension										
Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.				X						X
Critique information heard or viewed.				X						X
Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.				X						X
Evaluate the reliability of information in a communication.				X						

Subject: Language Arts Literacy

Grade: 8

Instructional Scope

Standard 3.1 All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Concepts About Print										
Use organizational structures to comprehend information, (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).	X		X		X		X		X	
Navigate web-based content using multiple hyperlinks to access information that enhances comprehension.								X	X	
Strand B: Phonological Awareness										
No new objectives introduced.										
Strand C: Decoding and Word Recognition										
No new objectives introduced.										
Strand D: Fluency										
Adjust reading rate in response to the type of text and level of difficulty (e.g., recreational reading vs. informational reading).	X		X		X		X		X	
Read more varied challenging text orally with high accuracy and appropriate pacing, intonation, and expression (e.g., drama, poetry, speeches).	X		X		X		X		X	
Strand E: Reading Strategies										
Select and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).	X		X		X		X		X	
Use text guides to understand <u>more challenging text</u> structure and organizational patterns (e.g., chronological sequence or comparison and contrast).	X		X		X		X		X	
Strand F: Vocabulary and Concept Development										
Develop and refine an extended vocabulary through listening and exposure to a variety of <u>more challenging text</u> and independent reading.	X	X	X	X	X	X	X	X	X	X
Strand G: Comprehension Skills and Response to Text										
Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works from different cultures.		X		X		X		X		X
Compare and analyze the various works of writers through an author's study.		X						X		
Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).		X				X				
Understand perspectives of authors from different cultures in a variety of interdisciplinary works.							X			
Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.							X			
Strand H: Inquiry & Research										
Collaborate with <u>global learners</u> to problem solve electronically.								X	X	

Subject: Language Arts Literacy**Grade: 8****Instructional Scope**

Standard 3.3 All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.	Instructional Sequence									
	Trimester 1			Trimester 2			Trimester 3			
	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strand A: Discussion										
Participate in a formal debate (e.g., panel discussion, video conferencing).		X				X	X	X		
Strand B: Questioning (Inquiry) and Contributing										
Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.		X				X	X	X		
Strand C: Word Choice										
No new objectives introduced.										
Strand D: Oral Presentation										
Give oral presentations such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/impromptu, dramatic speeches to different audiences for various purposes.		X				X		X		

