Subject: English Language Arts

Grade Level: 5th

In Progress Review 8/24

1 st Quarter *Estimated Time: 8 Weeks	2nd Quarter *Estimated Time: 8 Weeks	3 rd Quarter *Estimated Time: 8 Weeks	4th QUARTER *Estimated Time: 8 Weeks
Close Reading/Human	Research/Rain Forest	Opinion/Sports in American Culture	Evidence/Natural Disasters
Rights	Central Texts	Central	Central Texts
C (IT)	Various Rain Forest Texts	Texts	Wonder
Central Texts * UDHR	Various Articles	Promises to keepVarious Articles	Optional texts:
	Various Articles	Various Articles	-When You Reach Me
* Esperanza Rising	Vocabulary	Vacabulaw	-Dead End in Norvelt
Vo a sharla wa	• Close Reading	• Close Reading	-Dead Elid III Noivelt
Vocabulary * Close Reading	Close Reading Context Clues		Vocabulary
* Context Clues	Vocabulary Strategies	• Contest Clues	• Close Reading
		Vocabulary Strategies	Close Reading Context Clues
vocabulary Strategies	Annotation	Annotation	1
* Annotation	Dooding	₅ ,,	Vocabulary Strategies
D P	Reading	Reading	Annotation
Reading	Close Reading	Close Reading	n
Close Reading	• Informational	Informational Text:	Reading
• Informatio	Text: Articles,	Biographies, Articles,	Close Reading
nal Text:	Interviews	Time Lines, Historical	Informational Text:
Documents	• Text-based	Artifacts	Articles, Documentaries
• Text-based	Details/Evide	Text-based	• Text-based
Details/Evide	n ce	Details/Evide	Details/Evide
n ce	Text Features	n ce	n ce
• Text Features	 Folktales 	Text Features	Guided Reading
 Guided Reading 	 Guided Reading 	Guided Reading	 Independent Reading
 Independent Reading 	 Independent Reading 	 Independent Reading 	 Comprehension
 Comprehension 	 Comprehension 	 Comprehension 	 Figurative Language
 Figurative Language 	 Figurative Language 	Figurative Language	 Main Idea/Summary
 Main Idea/Summary 	Main Idea/Summary	Main Idea/Summary	Visual Interpretation
 Visual Interpretation 	Visual Interpretation	Visual Interpretation	Compare/Contrast
Compare/Contrast	Point of View	Point of View	Text Connections
Point of View	 Author's Purpose 	Author's Purpose	Point of View
• Author's Purpose	Opinion and Reasons	Opinion and Reasons	Author's Purpose
Opinion and Reasons	Research	Research	Opinion and Reasons
Readers Theater		- Research	Research
Two-Voice Poems			Trobbut on
-110 10100 1 00Hb			

Writing

- Persuasive Essay
- Compare/Contrast
- Critical Analysis
- Supporting Evidence
- Two-Voice Poems
- Readers Theater
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Two-Voice Poems
- Readers Theater

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Active Audience
- Close Listening

Writing

- Research-Based Narrative Essay
- Compare/Contrast
- Critical Analysis
- Supporting Evidence
- Readers Theater
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active discussion
- Active Audience
- Close Listening

Writing

- Opinion Essays
- Personal Letters
- Compare/Contrast
- Critical Analysis
- Graphic Organizers
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Writing

- Opinions Speech
- Compare/Contrast
- Critical Analysis
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Opinion Speech
- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Opinion Speech
- Pairs
- Small Groups
- Whole Groups
- Active Discussion
- Active Audience
- Close Listening

*Estimated Daily Instructional Time: 75 Minutes.

CURRICULUM MAP

Subject: Language Arts Grade Level: 6th rev 8/24

1st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
*Estimated Time: 8 Weeks	Estimated Time: 8 Weeks	Estimated Time: 8	Estimated Time: 8 Weeks
	Estimated Time. 6 Weeks	Weeks	Estimated Time. 6 Weeks
Theme 1	Theme 2	Theme 3	Theme 4
Close Reading	Rules to Live By	Justice and Judgment	Insecticides: Costs vs.
	,	C	Benefits
CENTRAL TEXTS	CENTRAL TEXTS	CENTRAL TEXTS	
 The Lightning Thief 	 Bud, Not Buddy 	Flush	CENTRAL TEXTS
 D'Aulaires Book of Greek Myths 	 Various Informational Texts 	 Various Informational Texts 	• The Giver
"Shrouded in Myth"	Steve Jobs'		 Various informational texts
"The Hero's Journey"	Communication		
 Various Informational Texts 	Address at Stamford		
	University		
	Barack Obama's		
	Back to School	READING	DE ADDIG
	Speech	• Use of trade book	READING
READING	• Poetry	units and short stories	Use of trade book units
*Close Reading	Rudyard Kipling "If"	to develop and	and short stories to
*Informational Texts	READING	enhance skills	develop and enhance
*Text-based Details/Evidence	Use of trade book	o Reading comprehension	skills o Reading comprehension
*Text Features *Guided Reading	units and short stories	o Vocabulary o Literary terms	o Reading comprehension o Vocabulary
*Independent Reading	to develop and enhance skills	o Literary response and	o Literary terms
*Comprehension	75 1' 1 '	expression	o Literary response and
*Figurative Language	o Reading comprehension o Vocabulary	o Recogni	expression
*Main Idea/Summary	o Literary terms	zing and	o Recogni
*Visual Interpretation	o Literary response and	reading	zing and
*Compare/Contrast	expression	a	reading
*Point of View	o Recogni	variety of genres	a
*Author's Purpose	zing and	o Critical	variety of genres
*Opinion and Reasons	reading	analysis	o Critical
*Voice Poem	a	and	analysis
*Literary Devices	variety of genres	evaluation	and evaluation
	o Critical	o Shared reading experiences in	o Shared reading
	analysis	small groups and	experiences in
	and evaluation	literary circles	small groups and
	o Shared reading	o Use of Poetry to develop the	literary circles
	experiences in	following skills	o Use of Poetry to develop the
	small groups and	1. analysis/interpretation	following skills
	literary circles	2. poetic elements	1. analysis/interpretation
	o Use of Poetry to develop the	 recognizing and 	2. poetic elements
	following skills	writing different forms of	recognizing and
	1. analysis/interpretation	poetry	writing different forms of
	2. poetic elements	 Respond to scaffolding 	poetry
	recognizing and	questions	o Respond to scaffolding

writing different forms of poetry	based on a reading paragraph	questions based on a reading
•		
o Respond to scaffolding questions o Write an essay based on one or more passages	o Write an essay based on one or more reading passages	paragraph o Write an essay based on on or more reading passages

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Compare/Contrast
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Character Analysis
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Argument Based
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Opinion
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

^{*}Estimated Daily Instruction Time: 42 Minutes

CURRICULUM MAP

Subject: Language Arts Grade Level: 7th rev 8/24

FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER
*Estimated Time: 8 Weeks	*Estimated Time: 8 Weeks	*Estimated Time: 8 Weeks	*Estimated Time: 8 Weeks
Close Reading/Survival	Short Story/Drama/Working Conditions	Working Condition/Poetry/Test Prep	Narrative Writing /Mystery
 Central Texts: A Long Walk to Water Various Informational Texts 	Central Texts: • Prentice Hall Textbook • Ray Bradbury Short Stories • Lyddie • Various Informational Texts • "Mill Times" multimedia	Central Texts: • Lyddie • Various Articles • Prentice Hall Textbook	Central Texts: • The Westing Game • Various Articles
Reading Close Reading Informational Texts Text-based Details/Evidence Text Features Guided Reading Independent Reading Comprehension Main Idea/Summary Visual Interpretation Compare/Contrast Point of View Author's Purpose Literary Devices Vocabulary Close Reading Context Clues Vocabulary Strategies Annotation	Reading Close Reading Informational Texts Biographies, Articles, Time Lines, Historical Artifacts Text-based Details/Evidence Text Features Dialogue Guided Reading Independent Reading Comprehension Figurative Language Main Idea/Summary Visual Interpretation Point of View Author's Purpose Opinion and Reasons Vocabulary	Reading Close Reading Informational Text Text-Based Details/Evidence Text Features Guided Reading Independent Reading Main Idea/Summary Visual Interpretation Point of View Author's Purpose Opinion and Reasons Figurative Language Poetic Terms Vocabulary Close Reading Context Clues Vocabulary Strategies Annotation	Reading Close Reading Informational Text Articles Text-Based Details/Evidence Guided Reading Elements of Mystery Independent Reading Comprehension Figurative Language Main Idea/Summary Visual Interpretation Text Connections Point of View Author's Purpose Opinion and Reasons Vocabulary Close Reading Context Clues Vocabulary Strategies Annotation
	Close ReadingContext Clues		• Annotation

Writing

- Compare/Contrast
- Extended Response
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

- Vocabulary Strategies
- Annotation

Writing

- Character Analysis
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Writing

- Argument Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Writing

- Opinion
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Curriculum Map

Subject: English 8 Rev. 8/24

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
*Estimated Time 8 weeks	*Estimated Time 8 weeks	*Estimated Time 8 weeks	*Estimated Time 8 weeks
Close Reading Refugees			Sociology of the World
Poetry	Drama/Human Rights	Civil Rights/Close Reading	Through Fiction
Central Texts			Central Texts
• Inside Out and	Central Texts	Central Texts	• The Outsiders
Back Again	 Milkweed 	• To Kill a Mockingbird	 Various Articles
 Various Informational 	 Various Informational 	 Various Informational 	
Text	Text	Text	Reading:
 Various Poems 			 Close Reading
Reading:	Reading:	Reading:	 Informational Texts
Close Reading	Close Reading	Close Reading	 Articles, Documentaries
 Informational Texts 	 Informational Texts 	 Informational Texts 	 Text Based
Text-based	Text Based	 Biographies, Articles, 	Details/Evidenc
Details/Evidenc	Details/Evidenc	Time Lines, Historical	e
e	e	Artifacts	 Guided Reading
Text Features	 Text Features 	Text Based	 Independent Reading
Guided Reading	• Dialogue	Details/Evidenc	 Comprehension
Independent Reading	 Guided Reading 	e	 Figurative Language
Comprehension	 Independent Reading 	 Text Features 	 Main Idea/Summary
Figurative Language	 Comprehension 	 Guided Reading 	 Visual Interpretation
Main Idea/Summary	 Figurative Language 	 Independent Reading 	 Compare/Contrast
Visual Interpretation	 Main Idea/Summary 	Main Idea/Summary	 Text Connections
Compare/Contrast	 Visual Interpretation 	 Comprehension 	 Point of View
 Point of View 	 Point of View 	 Figurative Language 	 Author's Purpose
Author's Purpose	Author's Purpose	 Main Idea/Summary 	 Opinion and Reasons
Opinion and Reasons	 Opinion and Reasons 	 Visual Interpretation 	 Research
Two-Voice Poems	 Research 	 Point of View 	
Literary Devices		 Author's Purpose 	
		 Opinion and Reasons 	
		 Research 	

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Compare/Contrast
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

*Estimated Daily

Instruction Time: 42

Minutes

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Character Analysis
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Argument Based
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Opinion
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific
 Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Curriculum Map

Subject: English 8 Advanced rev. 8/24

First Quarter Estimated Time: 8 weeks	Second Quarter Estimated Time: 8 weeks	Third Quarter Estimated Time: 8 weeks	Fourth Quarter Estimated Time: 8 weeks
Close Reading Refugees Poetry Book Talks Central Texts	Drama/Human Rights Book Talks Central Texts	Civil Rights/Close Reading Book Talks Central Texts • To Kill a Mockingbird	Sociology of the World Through Fiction Book Talks Central Texts
 Inside Out and Back Again Various Informational Text Various Poems	 Milkweed Various Informational Text	• Various Informational Text Reading:	 The Outsiders Various Articles
Reading: Close Reading Informational Texts Text-based Details/Evidence Text Features Guided Reading Independent Reading Comprehension Figurative Language Main Idea/Summary Visual Interpretation Compare/Contrast Point of View Author's Purpose Opinion and Reasons Two-Voice Poems Literary Devices	Reading: Close Reading Informational Texts Text Based Details/Evidence Text Features Dialogue Guided Reading Independent Reading Comprehension Figurative Language Main Idea/Summary Visual Interpretation Point of View Author's Purpose Opinion and Reasons Research	 Close Reading Informational Texts Biographies, Articles, Time Lines, Historical Artifacts Text Based Details/Evidenc e Text Features Guided Reading Independent Reading Main Idea/Summary Comprehension Figurative Language Main Idea/Summary Visual Interpretation Point of View Author's Purpose Opinion and Reasons Research 	Reading: Close Reading Informational Texts Articles, Documentaries Text Based Details/Evidence Guided Reading Independent Reading Comprehension Figurative Language Main Idea/Summary Visual Interpretation Compare/Contrast Text Connections Point of View Author's Purpose Opinion and Reasons Research

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Compare/Contrast
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific
 Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

*Estimated Daily

Instruction Time: 42

Minutes

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Character Analysis
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Argument Based
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific
 Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Opinion
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening