

**CURRICULUM MAP**

**Subject: English Language Arts**

**Grade Level: 5<sup>th</sup>**

**In Progress Review 8/24**

<p align="center"><b>1<sup>st</sup> Quarter</b> *Estimated Time: 8 Weeks</p>	<p align="center"><b>2nd Quarter</b> *Estimated Time: 8 Weeks</p>	<p align="center"><b>3<sup>rd</sup> Quarter</b> *Estimated Time: 8 Weeks</p>	<p align="center"><b>4th QUARTER</b> *Estimated Time: 8 Weeks</p>
<p align="center"><b>Close Reading/Human Rights</b></p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>* UDHR</li> <li>* <i>Esperanza Rising</i></li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>* Close Reading</li> <li>* Context Clues</li> <li>* Vocabulary Strategies</li> <li>* Annotation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text: Documents</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Readers Theater</li> <li>● Two-Voice Poems</li> </ul>	<p align="center"><b>Research/Rain Forest</b></p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● Various Rain Forest Texts</li> <li>● Various Articles</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text: Articles, Interviews</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Folktales</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p align="center"><b>Opinion/Sports in American Culture</b></p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● Promises to keep</li> <li>● Various Articles</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text: Biographies, Articles, Time Lines, Historical Artifacts</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p align="center"><b>Evidence/Natural Disasters</b></p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Wonder</i></li> <li>● Optional texts: <ul style="list-style-type: none"> <li>-When You Reach Me</li> <li>-Dead End in Norvelt</li> </ul> </li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text: Articles, Documentaries</li> <li>● Text-based Details/Evidence</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Text Connections</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>

**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

\*Estimated Daily Instructional  
Time: 75 Minutes.

**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

# CURRICULUM MAP

Subject: Language Arts

Grade Level: 6<sup>th</sup>

rev 8/24

<p style="text-align: center;"><b>1<sup>st</sup> Quarter</b> *Estimated Time: 8 Weeks</p>	<p style="text-align: center;"><b>2<sup>nd</sup> Quarter</b> Estimated Time: 8 Weeks</p>	<p style="text-align: center;"><b>3<sup>rd</sup> Quarter</b> Estimated Time: 8 Weeks</p>	<p style="text-align: center;"><b>4<sup>th</sup> Quarter</b> Estimated Time: 8 Weeks</p>
<p style="text-align: center;"><b>Theme 1</b> Close Reading</p> <p><b>CENTRAL TEXTS</b></p> <ul style="list-style-type: none"> <li>● <i>The Lightning Thief</i></li> <li>● <i>D'Aulaires Book of Greek Myths</i></li> <li>● "Shrouded in Myth"</li> <li>● "The Hero's Journey"</li> <li>● Various Informational Texts</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>*Close Reading</li> <li>*Informational Texts</li> <li>*Text-based Details/Evidence</li> <li>*Text Features</li> <li>*Guided Reading</li> <li>*Independent Reading</li> <li>*Comprehension</li> <li>*Figurative Language</li> <li>*Main Idea/Summary</li> <li>*Visual Interpretation</li> <li>*Compare/Contrast</li> <li>*Point of View</li> <li>*Author's Purpose</li> <li>*Opinion and Reasons</li> <li>*Voice Poem</li> <li>*Literary Devices</li> </ul>	<p style="text-align: center;"><b>Theme 2</b> Rules to Live By</p> <p><b>CENTRAL TEXTS</b></p> <ul style="list-style-type: none"> <li>● <i>Bud, Not Buddy</i></li> <li>● Various Informational Texts               <ul style="list-style-type: none"> <li>❖ Steve Jobs' Communication Address at Stamford University</li> <li>❖ Barack Obama's Back to School Speech</li> </ul> </li> <li>● Poetry               <ul style="list-style-type: none"> <li>❖ Rudyard Kipling "If"</li> </ul> </li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● Use of trade book units and short stories to develop and enhance skills               <ul style="list-style-type: none"> <li>o Reading comprehension</li> <li>o Vocabulary</li> <li>o Literary terms</li> <li>o Literary response and expression                   <ul style="list-style-type: none"> <li>o Recognizing and reading a variety of genres</li> </ul> </li> </ul> </li> <li>o Critical analysis and evaluation</li> <li>o Shared reading experiences in small groups and literary circles</li> <li>o Use of Poetry to develop the following skills               <ol style="list-style-type: none"> <li>1. analysis/interpretation</li> <li>2. poetic elements</li> <li>3. recognizing and</li> </ol> </li> </ul>	<p style="text-align: center;"><b>Theme 3</b> Justice and Judgment</p> <p><b>CENTRAL TEXTS</b></p> <ul style="list-style-type: none"> <li>● <i>Flush</i></li> <li>● Various Informational Texts</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● Use of trade book units and short stories to develop and enhance skills               <ul style="list-style-type: none"> <li>o Reading comprehension</li> <li>o Vocabulary</li> <li>o Literary terms</li> <li>o Literary response and expression                   <ul style="list-style-type: none"> <li>o Recognizing and reading a variety of genres</li> </ul> </li> </ul> </li> <li>o Critical analysis and evaluation</li> <li>o Shared reading experiences in small groups and literary circles</li> <li>o Use of Poetry to develop the following skills               <ol style="list-style-type: none"> <li>1. analysis/interpretation</li> <li>2. poetic elements</li> <li>3. recognizing and writing different forms of poetry</li> </ol> </li> <li>o Respond to scaffolding questions</li> </ul>	<p style="text-align: center;"><b>Theme 4</b> Insecticides: Costs vs. Benefits</p> <p><b>CENTRAL TEXTS</b></p> <ul style="list-style-type: none"> <li>● <i>The Giver</i></li> <li>● Various informational texts</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>● Use of trade book units and short stories to develop and enhance skills               <ul style="list-style-type: none"> <li>o Reading comprehension</li> <li>o Vocabulary</li> <li>o Literary terms</li> <li>o Literary response and expression                   <ul style="list-style-type: none"> <li>o Recognizing and reading a variety of genres</li> </ul> </li> </ul> </li> <li>o Critical analysis and evaluation</li> <li>o Shared reading experiences in small groups and literary circles</li> <li>o Use of Poetry to develop the following skills               <ol style="list-style-type: none"> <li>1. analysis/interpretation</li> <li>2. poetic elements</li> <li>3. recognizing and writing different forms of poetry</li> </ol> </li> <li>o Respond to scaffolding</li> </ul>

	writing different forms of poetry	based on a reading paragraph	questions based on a reading
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	<ul style="list-style-type: none"><li>o Respond to scaffolding questions</li><li>o Write an essay based on one or more passages</li></ul>	<ul style="list-style-type: none"><li>o Write an essay based on one or more reading passages</li></ul>	<ul style="list-style-type: none"><li>o Write an essay based on one or more reading passages</li></ul>
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<p><b>VOCABULARY</b>  *Close Reading  *Context Clues  *Vocabulary Strategies  *Annotation</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>o Compare/Contrast</li> <li>o Research Based</li> <li>o Critical Analysis</li> <li>o Supporting Evidence</li> <li>o Domain Specific Vocabulary in Writing</li> <li>o Graphic Organizers</li> <li>o Paraphrase/Quotations</li> <li>o Grammar</li> <li>o Sentence Structure</li> <li>o Punctuation</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul> <p>*Estimated Daily Instruction  Time: 42 Minutes</p>	<p><b>VOCABULARY</b>  *Close Reading  *Context Clues  *Vocabulary Strategies  *Annotation</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>o Character Analysis</li> <li>o Research Based</li> <li>o Critical Analysis</li> <li>o Supporting Evidence</li> <li>o Domain Specific Vocabulary in Writing</li> <li>o Graphic Organizers</li> <li>o Paraphrase/Quotations</li> <li>o Grammar</li> <li>o Sentence Structure</li> <li>o Punctuation</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>	<p><b>VOCABULARY</b>  *Close Reading  *Context Clues  *Vocabulary Strategies  *Annotation</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>o Argument Based</li> <li>o Research Based</li> <li>o Critical Analysis</li> <li>o Supporting Evidence</li> <li>o Domain Specific Vocabulary in Writing</li> <li>o Graphic Organizers</li> <li>o Paraphrase/Quotations</li> <li>o Grammar</li> <li>o Sentence Structure</li> <li>o Punctuation</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>	<p><b>VOCABULARY</b>  *Close Reading  *Context Clues  *Vocabulary Strategies  *Annotation</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>o Opinion</li> <li>o Research Based</li> <li>o Critical Analysis</li> <li>o Supporting Evidence</li> <li>o Domain Specific Vocabulary in Writing</li> <li>o Graphic Organizers</li> <li>o Paraphrase/Quotations</li> <li>o Grammar</li> <li>o Sentence Structure</li> <li>o Punctuation</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> </ul> <p><b>LISTENING</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Group</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>
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# CURRICULUM MAP

Subject: Language Arts

Grade Level: 7th

rev 8/24

<b>FIRST QUARTER</b> *Estimated Time: 8 Weeks	<b>SECOND QUARTER</b> *Estimated Time: 8 Weeks	<b>THIRD QUARTER</b> *Estimated Time: 8 Weeks	<b>FOURTH QUARTER</b> *Estimated Time: 8 Weeks
<p><b>Close Reading/Survival</b></p> <p><b>Central Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>A Long Walk to Water</i></li> <li>● Various Informational Texts</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Literary Devices</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul>	<p><b>Short Story/Drama/Working Conditions</b></p> <p><b>Central Texts:</b></p> <ul style="list-style-type: none"> <li>● Prentice Hall Textbook</li> <li>● Ray Bradbury Short Stories</li> <li>● <i>Lyddie</i></li> <li>● Various Informational Texts</li> <li>● "Mill Times" multimedia</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Biographies, Articles, Time Lines, Historical Artifacts</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Dialogue</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> </ul>	<p><b>Working Condition/Poetry/Test Prep</b></p> <p><b>Central Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>Lyddie</i></li> <li>● Various Articles</li> <li>● Prentice Hall Textbook</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text</li> <li>● Text-Based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Figurative Language</li> <li>● Poetic Terms</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul>	<p><b>Narrative Writing /Mystery</b></p> <p><b>Central Texts:</b></p> <ul style="list-style-type: none"> <li>● <i>The Westing Game</i></li> <li>● Various Articles</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Text</li> <li>● Articles</li> <li>● Text-Based Details/Evidence</li> <li>● Guided Reading</li> <li>● Elements of Mystery</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Text Connections</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul>

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Compare/Contrast</li> <li>• Extended Response</li> <li>• Critical Analysis</li> <li>• Supporting Evidence</li> <li>• Domain Specific Vocabulary in Writing</li> <li>• Graphic Organizers</li> <li>• Paraphrase/Quotations</li> <li>• Grammar</li> <li>• Sentence Structure</li> <li>• Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Groups</li> <li>• Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Group</li> <li>• Active Discussion</li> <li>• Close Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Strategies</li> <li>• Annotation</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Character Analysis</li> <li>• Critical Analysis</li> <li>• Supporting Evidence</li> <li>• Domain Specific Vocabulary in Writing</li> <li>• Graphic Organizers</li> <li>• Sentence Structure</li> <li>• Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Groups</li> <li>• Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Group</li> <li>• Active Discussion</li> <li>• Close Listening</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Argument Based</li> <li>• Critical Analysis</li> <li>• Supporting Evidence</li> <li>• Domain Specific Vocabulary in Writing</li> <li>• Graphic Organizers</li> <li>• Sentence Structure</li> <li>• Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Groups</li> <li>• Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Group</li> <li>• Active Discussion</li> <li>• Close Listening</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Critical Analysis</li> <li>• Supporting Evidence</li> <li>• Domain Specific Vocabulary in Writing</li> <li>• Graphic Organizers</li> <li>• Sentence Structure</li> <li>• Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Groups</li> <li>• Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Groups</li> <li>• Whole Group</li> <li>• Active Discussion</li> <li>• Close Listening</li> </ul>
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# Curriculum Map

Subject: English 8

Rev. 8/24

<b>First Quarter</b> *Estimated Time 8 weeks	<b>Second Quarter</b> *Estimated Time 8 weeks	<b>Third Quarter</b> *Estimated Time 8 weeks	<b>Fourth Quarter</b> *Estimated Time 8 weeks
<p style="text-align: center;">Close Reading Refugees Poetry</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Inside Out and Back Again</i></li> <li>● Various Informational Text</li> <li>● Various Poems</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Two-Voice Poems</li> <li>● Literary Devices</li> </ul>	<p style="text-align: center;">Drama/Human Rights</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Milkweed</i></li> <li>● Various Informational Text</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Text Based Details/Evidence</li> <li>● Text Features</li> <li>● Dialogue</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p style="text-align: center;">Civil Rights/Close Reading</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>To Kill a Mockingbird</i></li> <li>● Various Informational Text</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Biographies, Articles, Time Lines, Historical Artifacts</li> <li>● Text Based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Main Idea/Summary</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p style="text-align: center;">Sociology of the World Through Fiction</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders</i></li> <li>● Various Articles</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Articles, Documentaries</li> <li>● Text Based Details/Evidence</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Text Connections</li> <li>● Point of View</li> <li>● Author's Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>



<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Compare/Contrast</li> <li>● Research Based</li> <li>● Critical Analysis</li> <li>● Supporting Evidence</li> <li>● Domain Specific Vocabulary in Writing</li> <li>● Graphic Organizers</li> <li>● Paraphrase/Quotations</li> <li>● Grammar</li> <li>● Sentence Structure</li> <li>● Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Groups</li> <li>● Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul> <p>*Estimated Daily Instruction Time: 42 Minutes</p>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Character Analysis</li> <li>● Research Based</li> <li>● Critical Analysis</li> <li>● Supporting Evidence</li> <li>● Domain Specific Vocabulary in Writing</li> <li>● Graphic Organizers</li> <li>● Paraphrase/Quotations</li> <li>● Grammar</li> <li>● Sentence Structure</li> <li>● Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Groups</li> <li>● Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Argument Based</li> <li>● Research Based</li> <li>● Critical Analysis</li> <li>● Supporting Evidence</li> <li>● Domain Specific Vocabulary in Writing</li> <li>● Graphic Organizers</li> <li>● Paraphrase/Quotations</li> <li>● Grammar</li> <li>● Sentence Structure</li> <li>● Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Groups</li> <li>● Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Context Clues</li> <li>● Vocabulary Strategies</li> <li>● Annotation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Opinion</li> <li>● Research Based</li> <li>● Critical Analysis</li> <li>● Supporting Evidence</li> <li>● Domain Specific Vocabulary in Writing</li> <li>● Graphic Organizers</li> <li>● Paraphrase/Quotations</li> <li>● Grammar</li> <li>● Sentence Structure</li> <li>● Punctuation</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Groups</li> <li>● Active Discussion</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Pairs</li> <li>● Small Groups</li> <li>● Whole Group</li> <li>● Active Discussion</li> <li>● Close Listening</li> </ul>
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# 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
<p style="text-align: center;">Close Reading Refugees Poetry Book Talks</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Inside Out and Back Again</i></li> <li>● Various Informational Text</li> <li>● Various Poems</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Text-based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Point of View</li> <li>● Author’s Purpose</li> <li>● Opinion and Reasons</li> <li>● Two-Voice Poems</li> <li>● Literary Devices</li> </ul>	<p style="text-align: center;">Drama/Human Rights Book Talks</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>Milkweed</i></li> <li>● Various Informational Text</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Text Based Details/Evidence</li> <li>● Text Features</li> <li>● Dialogue</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author’s Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p style="text-align: center;">Civil Rights/Close Reading Book Talks</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>To Kill a Mockingbird</i></li> <li>● Various Informational Text</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Biographies, Articles, Time Lines, Historical Artifacts</li> <li>● Text Based Details/Evidence</li> <li>● Text Features</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Main Idea/Summary</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Point of View</li> <li>● Author’s Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>	<p style="text-align: center;">Sociology of the World Through Fiction Book Talks</p> <p><b>Central Texts</b></p> <ul style="list-style-type: none"> <li>● <i>The Outsiders</i></li> <li>● Various Articles</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Close Reading</li> <li>● Informational Texts</li> <li>● Articles, Documentaries</li> <li>● Text Based Details/Evidence</li> <li>● Guided Reading</li> <li>● Independent Reading</li> <li>● Comprehension</li> <li>● Figurative Language</li> <li>● Main Idea/Summary</li> <li>● Visual Interpretation</li> <li>● Compare/Contrast</li> <li>● Text Connections</li> <li>● Point of View</li> <li>● Author’s Purpose</li> <li>● Opinion and Reasons</li> <li>● Research</li> </ul>

**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