

Cornwall Central Middle School
English Language Arts- Grade 5

Theme	Kindness, Facing Challenges, Friendship
Central Texts	<p><i>Wonder</i>, by R. J. Palacio <i>The Lost Treasure of Captain Kidd</i>, by Peter Lourie</p>
Essential Questions	<ul style="list-style-type: none"> ● How do we face challenges? ● How do we display kindness?
Reading Skills	<ul style="list-style-type: none"> ● Close Reading ● Perspective ● Point-of-View ● Theme ● Main Idea/Summary ● Inference ● Academic Vocabulary
Writing Focus	<ul style="list-style-type: none"> ● R.A.C.E. Strategy ● Text-Based Evidence/Details ● Narrative/Descriptive Writing
Performance-Based Assessments	<ul style="list-style-type: none"> ● Vocabulary Quizzes ● Reading Skills/Comprehension Assessments ● Character Trait Project
Standards Alignment	<ul style="list-style-type: none"> ● 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) ● 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL) ● 5R6: In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) ● 5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

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Theme	Perseverance and Forgiveness
Central Texts	<p><i>Esperanza Rising</i>, by Pam Munoz Rising <i>Restart</i>, by Gordon Korman <i>When You Reach Me</i>, by Rebecca Stead</p>
Essential Questions	<ul style="list-style-type: none"> ● What drives individuals to persevere through challenges? ● What does it mean to forgive someone? ● What is the role of loyalty in relationships and communities?
Reading Skills	<ul style="list-style-type: none"> ● Compare/Contrast ● Close Reading ● Perspective ● Theme ● Main Idea/Summary ● Inference ● Figurative Language ● Academic Vocabulary
Writing Focus	<ul style="list-style-type: none"> ● Compare/Contrast ● R.A.C.E. Strategy ● Text-Based Evidence and Details ● Friendly Letter ● Character Development ● Responding to Text
Performance-Based Assessments	<ul style="list-style-type: none"> ● Vocabulary Quizzes ● Reading Skills/Comprehension Assessments ● End-of-Novel Project

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Standards Alignment

- 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)
- 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
- 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)
- 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Theme	Loyalty and Adventure
Central Texts	<p><i>Number the Stars</i>, by Lois Lowry <i>The Land of Stories: The Wishing Spell</i>, by Chris Colfer <i>Pax</i> by Sara Pennypacker</p>
Essential Questions	<ul style="list-style-type: none"> ● How does the novel explore themes of human survival? ● How does the novel focus on empathy and human connections? ● How do the characters navigate challenges in an unknown setting? ● How do individual personalities impact the characters' quest? ● How does the story explore themes of family and responsibility?
Reading Skills	<ul style="list-style-type: none"> ● Close Reading ● Text Structures ● Point-of-View ● Theme ● Main Idea/Summary ● Inference ● Figurative Language ● Academic Vocabulary
Writing Focus	<ul style="list-style-type: none"> ● R.A.C.E. Strategy ● Summary ● Character Development ● Responding to Text ● Provide Supporting Details/Evidence
Performance-Based Assessments	<ul style="list-style-type: none"> ● Vocabulary Quizzes ● Reading Skills/Comprehension Assessments ● Theme-Based Projects

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Standards Alignment

- 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)
- 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)
- 5R5: In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
- 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)

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Theme	Informational/Expository Texts, Research
Central Texts	<p><i>Promises to Keep</i>, by Sharon Robinson <i>Rainforests</i>, by Andrew Langley <i>The Most Beautiful Roof in the World</i>, by Kathryn Lasky <i>Who Was...</i> series, various authors</p>
Essential Questions	<ul style="list-style-type: none"> ● What traits and qualities lead to someone leaving a lasting legacy? ● How do text features support a reader's comprehension of informational text? ● What are the causes and effects of decisions and actions?
Reading Skills	<ul style="list-style-type: none"> ● Text Features ● Cause and Effect ● Problem/Solution
Writing Focus	<ul style="list-style-type: none"> ● Expository Writing ● Persuasive Writing ● Claims and Reasons
Performance-Based Assessments	<ul style="list-style-type: none"> ● Responding to Text ● Provide Supporting Details and Evidence ● Text-Feature Assignment ● Biography Project

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English Language Arts- Grade 5

Standards Alignment

- 5R6: In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
- 5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)
- 5W1: Write an argument to support claims with clear reasons and relevant evidence.
- 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
- 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
- 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

Cornwall Central Middle School
English Language Arts- Grade 6

Unit/ Theme	Unit 1: Myths and the Hero's Journey
Central Text	<p style="text-align: center;"><i>The Lightning Thief</i> by Rick Riordan</p> <p>In this module, students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan's <i>The Lightning Thief</i>, a high-interest novel about a sixth-grade boy on a hero's journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions. As they begin the novel, students also will read a complex informational text that explains the archetypal storyline of the hero's journey which has been repeated in literature throughout the centuries. Through the close reading of literary and informational texts, students will learn multiple strategies for acquiring and using academic vocabulary. Students will also build routines and expectations of discussion as they work in small groups.</p> <p>Students will shift their focus to narrative writing skills. A series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.</p>
Essential Question(s)	<ul style="list-style-type: none"> ● What constitutes a hero? ● What is a myth? ● What lasting impact has Greek Mythology had on our society today?
Suggested Supporting Texts	<p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> ● "The Face in the Pool" and "The Weaving Contest" from Favorite Greek Myths, Mary Pope Osborne ● "The Mares of Diomedes" and "Procrustes and His Magic Bed" from Legends: Heroes and Villains, Anthony Horowitz ● "Heracles" and "The Wild and Vulgar Centaurs" from D'Aulaires' Book of Greek Myths, Ingri and Edgar Parin D'Aulaire <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> ● Introduction from Legends: Heroes and Villains, Anthony Horowitz Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) ● Clips from Percy Jackson & The Olympians: The Lightning Thief, Chris Columbus (film) • Clips from Hercules, Ron Clements and John Musker (Disney film)

<p>Focus Skills/ Literary Terms</p>	<p>Focus Skills</p> <ul style="list-style-type: none"> ● Character and theme development ● Gathering information from multiple sources ● Comparing themes and ideas across texts ● Using textual details and examples to support writing ● Vocabulary Acquisition: Students use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc. <p>Literary Terms mythology, allegory, symbolism), foreshadowing, quest narrative, coming-of-age story, personification, and allusion</p>
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● RL.5.1: Quote accurately from a text to explain what it says explicitly and to draw inferences ● RL.6.1: Cite textual evidence to support analysis of what the text says explicitly and inferences drawn from it ● RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text ● RL.7.1: Cite several pieces of textual evidence to support analysis ● RL.8.1: Cite the textual evidence that most strongly supports analysis
<p>Writing Focus</p>	<p>Expository Writing Narrative Writing</p>
<p>Performance Based Assessments</p>	<ul style="list-style-type: none"> ● Explaining character development ● Writing in response to text ● Providing details and examples to support writing ● Applying their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories

Unit	Unit 2: Working with Evidence: Rules to Live By
Central Text	<p style="text-align: center;"><i>Bud, Not Buddy</i> by Christopher Paul Curtis</p> <p>In this module, students consider these questions as they read the novel <i>Bud, Not Buddy</i>, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. At the start of Unit 1, students launch their study of <i>Bud, Not Buddy</i>, establishing a set of routines for thinking, writing, and talking about <i>Bud's</i> rules to live by. They read the novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of the text. In the second half of the unit, students engage in a close reading of the Steve Jobs speech, focusing on how Jobs develops his ideas at the paragraph, sentence, and word level. Students use details from the speech to develop claims about a larger theme.</p> <p>During Unit 2, students continue to explore the theme of "rules to live by" in the novel as well as through close reading of the poem "If" by Rudyard Kipling. Students analyze how the structure of a poem contributes to its meaning and theme. In a mid-unit assessment, students compare and contrast how <i>Bud, Not Buddy</i> and "If" address a similar theme. Unit 2 culminates with students writing a literary argument essay in which they establish a claim about how <i>Bud</i> uses his "rules": to survive or to thrive. Students substantiate their claim using specific text-based evidence including relevant details and direct quotations from the novel.</p> <p>In Unit 3, students shift their focus to their own rules to live by and conduct a short research project. Students work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task, students use their research to write an essay to inform about one important "rule to live by" supported with facts, definitions, concrete details, quotations, and examples. T</p>
Essential Question	<ul style="list-style-type: none"> • What are "rules to live by"? • How do people formulate and use "rules" to improve their lives? • How do people communicate these "rules" to others?
Suggested Supporting Texts	<p>Informational text (transcriptions of speech)</p> <ul style="list-style-type: none"> • Steve Jobs, "Stanford University Commencement Address," speech made on June 12, 2005. • President Barack Obama, "Back-to-School Speech," made on September 8, 2009. <p>Poetry</p> <ul style="list-style-type: none"> • Rudyard Kipling, "If," 1910.

<p>Focus Skills/Literary Terms</p>	<p><u>Focus Skills</u></p> <ul style="list-style-type: none"> ● Character Analysis ● Theme Exploration ● Analysis of Setting and Time Period ● Plot Structure ● Figurative Language ● Author's Purpose <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> ● Simile, Metaphor, Personification, Hyperbole, Imagery, Symbolism, Allusion, Foreshadowing, Flashback, and Dialect
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● RL.6.1. Cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. ● RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. ● RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

	<ul style="list-style-type: none"> ● RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas ● RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● W.6.1. Write arguments to support claims with clear reasons and relevant evidence ● W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. ● L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
Writing Focus	<p>Argumentative Writing</p> <ul style="list-style-type: none"> ● Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) ● Word Choice ● Transitional Words and Phrases ● Developing a Claim ● Identifying Relevant Evidence ● Identifying Reliable Sources
Performance Based Assessment	<ul style="list-style-type: none"> ● Character Study ● Explaining character development ● Writing in response to text to compare and contrast ● Providing details and examples to support writing ● Essay to Inform: “My Rule to Live By”

Unit/Theme	Unit 3: Point of View and the Author's Perspective
Central Text	<p style="text-align: center;"><i>Flush</i> by Carl Hiaasen</p> <p>In this unit, students are involved in a study of how an author develops point of view and how an author's perspective, based on his or her geographic location, is evident in his or her writing. Students will begin reading Carl Hiaasen's <i>Flush</i> (870L), a high-interest novel about a boy whose father has been arrested for sinking a casino boat that was polluting the ocean by pumping sewage into it. As they read the novel, students will also read excerpts of interviews with Carl Hiaasen in order to determine how his geographic location has shaped his perspective, and how his perspective is evident in <i>Flush</i>. Through the close reading of these texts, students will learn multiple strategies for acquiring and using academic vocabulary. At the end of the unit, having read most of the novel, students will analyze an excerpt of text for evidence of Carl Hiaasen's perspective.</p> <p style="text-align: center;"><i>The Tale of Despereaux</i> by Kate DiCamillo</p> <p>In this unit, students will read, <i>The Tale of Despereaux</i>, a fantasy novel following the journey of a small mouse named Despereaux Tilling, who is different from his peers due to his oversized ears and his love for music and storytelling. When he falls in love with Princess Pea, his bravery leads him to venture into the dark dungeon where he encounters Roscuro, a rat who craves light and companionship. As their stories intertwine, themes of love, forgiveness, and the struggle between light and darkness unfold, ultimately leading to a climactic resolution where characters confront their fears and misconceptions. Through the reading of this text, students will highlight how the narrator shapes readers' understanding of each character's motivations and emotional landscapes. Activities while reading may include creating timelines to visualize how intertwined storylines build tension and lead to the story's resolution. Through these discussions and activities, students will gain a deeper understanding of how point of view and plot work together to create a rich, engaging story. By analyzing pivotal moments—such as Despereaux's decision to rescue Princess Pea or Roscuro's internal conflict—the student will demonstrate how conflicts are introduced and resolved, enhancing students' comprehension of narrative arcs.</p>
Essential Question	<ul style="list-style-type: none"> ● How does an author develop the narrator's point of view? ● How does an author develop the plot of a novel?

<p>Suggested Supporting Texts</p>	<p>*Tentatively used</p> <p><u>Informational Text (Flush)</u></p> <ul style="list-style-type: none"> Excerpts from <i>World without Fish</i> by Mark Kurlansky <p><u>Informational Text (Despereaux)</u></p> <ul style="list-style-type: none"> Castle research
<p><u>Focus Skills/Literary Terms</u></p>	<p><u>Focus Skills</u></p> <ul style="list-style-type: none"> Character Analysis Theme Exploration Humor and Satire Plot Structure Figurative Language Author's Purpose <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> Imagery, Satire, Humor, Tension, Dialect, Bias, Propaganda, Protagonist, Antagonist
<p>Standards Alignment</p>	<ul style="list-style-type: none"> RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2: Determine the theme of a text and its central idea. RL.6.3: Analyze the author's point of view. RL.6.4: Determine the meaning of words and phrases as they are used in the text, including figurative language. RL.6.5: Analyze how the author develops characters. RL.6.6: Compare and contrast points of view from different characters in the text. W.6.1: Write arguments to support claims with reasons and evidence. W.6.2: Write informative/explanatory texts to convey knowledge and ideas. W.6.3: Write narratives to develop characters, settings, and plots. SL.6.1: Participate in collaborative discussions. SL.6.2: Present information with clarity and coherence. SL.6.3: Analyze the speaker's point of view and perspective. L.6.5: Analyze the structure of texts, including how paragraphs relate to each other and the overall purpose of the text.
<p>Writing Focus</p>	<p>Creative Writing</p> <ul style="list-style-type: none"> <i>Flush</i> Book Creator Reading Companion <i>Despereaux</i> Scrapbook

Performance Based Assessment	<p>Literary Analysis Writing</p> <ul style="list-style-type: none"> • Students having read the novel, will write a short, on-demand response explaining how living in Florida affected Carl Hiaasen’s perspective of the ocean and ocean conservation, supported by details from <i>Flush</i> that show evidence of Hiaasen’s perspective. • Students having read the novel, will analyze how they like Despereaux are a nonconformist in an essay format.
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Unit/Theme	Unit 4: Survival Stories: Physical and Emotional Survival
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Central Text	<p style="text-align: center;"><i>Hatchet</i>, Gary Paulsen (Literary)</p> <p>This unit teaches students about survival in the face of grave danger and overwhelming odds. Students will evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance when facing any situation, especially a life threatening one. They will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from others’ survival situations.</p> <p style="text-align: center;"><i>Hello Universe</i> by Erin Entrada Kelly</p> <p>"Hello, Universe" by Erin Entrada Kelly weaves together the lives of four middle school characters: Virgil, a shy boy who struggles with confidence; Kaori, a bold girl who believes in her psychic powers; Valencia, a determined girl who is deaf; and Chet, a bully whose actions create challenges for others. The narrative culminates when Virgil finds himself trapped in a well, and the other characters must confront their own fears and biases to come together and help him. Through their individual journeys, the story explores themes of friendship, bravery, and the importance of perspective. These themes will be explored with character analysis where students will outline each character's attitude and the resulting consequences. Students can explore the concept of change as necessary for survival. For example, they can discuss how Virgil's growth and the changes in Chet's behavior reflect the idea that adapting one's attitude can lead to better outcomes. By engaging with these themes, students will develop a deeper understanding of how attitude shapes their ability to navigate challenges, the difference between merely surviving and truly thriving, and the importance of being open to change for personal growth.</p>
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Essential Question	<ul style="list-style-type: none"> • What do living things need to survive? • How does your attitude affect your ability to survive? • How does survival bring change in the physical or mental state of an individual? • What is the difference between surviving and thriving?
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	<ul style="list-style-type: none"> • How may change be necessary to survive?
<p>Suggested Supporting Texts</p>	<p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “In Which the Autumn Provides Food and Loneliness” and “In Which We All Learn About Halloween” from <i>My Side of the Mountain</i>, Jean Craighead George (Note: This excerpt can be found in some grade 5 basals). • Chapters 1-2, 4, and 8-9 from <i>The River</i>, Gary Paulsen • Excerpt 1 from <i>Julie of the Wolves</i>, Jean Craighead George <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “What Would Peter Do?” from OutdoorSafe Inc., Peter Kummerfelt • “Help Me make it Through the Night—Surviving a Wilderness Emergency” from New York State Conservationist, Kelly Stang (April 2012) • “The Practice of Slowing Down” from This I Believe, Phil Powers • “Survival by the Numbers” from OutdoorSafe Inc., Peter Kummerfelt • “Your Story: Are You a Survivor?” from National Geographic • “The 25 Most Incredible Survival Stories of All Time” from Outdoorlife.com, Tim MacWelch <p><u>Informational Text (Hello Universe)</u></p> <ul style="list-style-type: none"> • The Night Sky What’s There to See? • Astronomy vs. Astrology • The History of the Zodiac and Its Constellations
<p>Focus Skills/ Literary Terms</p>	<ul style="list-style-type: none"> • Close reading: Students can discuss each chapter to determine the type of problem presented to Brian/characters in <i>Hello Universe</i>. • Critical thinking: Students can consider what they would do if they were in a similar situation to Brian/characters in <i>Hello Universe</i>. • Inferences: Students can learn to decipher inferences. • Cause and effect: Students can learn to determine cause and effect. • Study skills and notetaking: Students can learn study skills and notetaking. • Theme: Students can learn about themes such as man versus nature, man vs self, and the power of positive thinking.

	<ul style="list-style-type: none"> • Literary devices: Students can learn about literary devices such as flashbacks. • Point of view: Students can learn that Hatchet is written in a third person limited omniscient point of view. • Vocabulary Acquisition: Students use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.
<p>Focus Standards</p>	<ul style="list-style-type: none"> • Reading: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10; RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.8, RI.6.9, RI.6.10 • Writing: W.6.1a-d; W.6.2a-f, W.6.3a-e, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9a-b, W.6.10 • Speaking and Listening: SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6 • Language: L.6.1a-e, L.6.2a-b, L.6.3a-b, L.6.4a, L.6.5a-c, L.6.6
<p>Writing Focus</p>	<p>Narrative/Creative Writing</p>
<p>Performance Based Assessment</p>	<ul style="list-style-type: none"> • Evaluating character changes • Comparing and contrasting different texts in terms of their approaches to the topic of survival • Reading and understanding complex texts • Writing in response to text • Character development charts and end of novel essay

Unit/Theme	Unit 5: Stories with Multiple Perspectives
Central Text	<p style="text-align: center;"><i>Chasing Lincoln's Killer</i> by James Swanson</p> <p>This unit teaches students about stories told from multiple perspectives. Students develop a deeper understanding of the Civil War era and the lasting impact of Lincoln's assassination. Based on rare archival material, obscure trial manuscripts, and interviews with relatives of the conspirators and the manhunters, <i>Chasing Lincoln's Killer</i> is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia.</p>
Essential Question	<ul style="list-style-type: none"> ● What were the social and political conditions leading up to Lincoln's assassination? ● Why did John Wilkes Booth choose to assassinate President Lincoln? ● What challenges did the investigators face in tracking down Booth? ● How has Lincoln's assassination been remembered?

<p>Suggested Supporting Texts</p>	<p><u>Digital Resources</u></p> <ul style="list-style-type: none"> • National Park Service: Tour of Ford's Theater, the site where he was assassinated. Their website offers information and resources about the event. <p><u>Informational Texts (Chasing Lincoln's Killer)</u></p> <ul style="list-style-type: none"> • NEWSELA "Abraham Lincoln: A Presidential Profile" • NEWSELA "Military Leaders: Jefferson Davis" • COMMONLIT "A Nation Divided" • COMMONLIT "Assasination of the President" • COMMONLIT "Frederick Douglas" • COMMONLIT "Last Diary Entry of John Wilkes Booth" • ReadWorks "Slavery, the Civil War, and Reconstruction in America: Reconstruction" • ReadWorks "Star-Spangled Relic" • ReadWorks "U.S. Presidents: Abraham Lincoln"
<p>Focus Skills/ Literary Terms</p>	<p><u>Focus Skills</u></p> <ul style="list-style-type: none"> • Historical Understanding: Students will develop a deep understanding of the assassination of President Abraham Lincoln, the events leading up to it, and its impact on American history. • Character Analysis: Students will analyze the characters involved in the assassination, including John Wilkes Booth, Abraham Lincoln, and the conspirators. • Critical Thinking: Students will evaluate historical evidence and draw informed conclusions about the events surrounding the assassination. <p><u>Literary Terms</u></p> <ul style="list-style-type: none"> • Context, Irony, Perspective, Suspense, Flashback, Figurative Language, Character Development, Theme, Sequence

<p>Focus Standards</p>	<ul style="list-style-type: none"> ● RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.6.2: Determine the theme of a text and its central idea. ● RL.6.3: Analyze the author's point of view. ● RL.6.4: Determine the meaning of words and phrases as they are used in the text, including figurative language. ● RL.6.5: Analyze how the author develops characters. ● RL.6.6: Compare and contrast points of view from different characters in the text. ● W.6.1: Write arguments to support claims with reasons and evidence. ● W.6.2: Write informative/explanatory texts to convey knowledge and ideas. ● W.6.3: Write narratives to develop characters, settings, and plots. ● SL.6.1: Participate in collaborative discussions. ● SL.6.2: Present information with clarity and coherence. ● SL.6.3: Analyze the speaker's point of view and perspective.
<p>Writing Focus</p>	<p>Historical Narrative/Creative Writing</p>
<p>Performance Based Assessment</p>	<p>Historical Narrative Writing "John Wilkes Booth's Diary"</p>

Cornwall Central Middle School
English Language Arts- Grade 7

Unit/ Theme	General	Accelerated
	Unit 1: Facing Adversity	Unit 1: Facing Adversity
Central Text	Freak the Mighty-Rodman Philbrick (General)	Freak the Mighty-Rodman Philbrick King Arthur and the Knights of the Round Table (excerpt)
Essential Question(s)	<ul style="list-style-type: none"> ● What does it mean to overcome adversity? ● How do characters in literature face and overcome obstacles? ● What personal qualities or characteristics help individuals overcome adversity? ● How does overcoming adversity shape a person's identity or future? 	<ul style="list-style-type: none"> ● What does it mean to overcome adversity? ● How do characters in literature face and overcome obstacles? ● What personal qualities or characteristics help individuals overcome adversity? ● How does overcoming adversity shape a person's identity or future? ● What role do relationships play in helping individuals overcome adversity? ● Can adversity be a source of strength? Why or why not? ● How do writers use language to portray struggle and resilience? ● What is the relationship between failure and success when overcoming challenges?

<p>Suggested Supporting Texts</p>	<p>Short Stories: Amigo Brothers- Piri Thomas* All Summer in a Day- Ray Bradbury The Story of My Life- Helen Keller Raymond's Run- Toni Cade* The Sword in the Stone (play)</p> <p>Poetry: Mother to Son- Langston Hughes* Your World by Georgia Douglas Johnson Poetry Foundation*</p> <p>Non-Fiction Texts: Opinion: Jeremy Lin, rejected the bullies, dared to be different (Article)* Myths and Legends: King Arthur and the Holy Grail</p>	<p>Short Stories: Amigo Brothers- Piri Thomas* All Summer in a Day- Ray Bradbury The Story of My Life- Helen Keller Raymond's Run- Toni Cade*</p> <p>Poetry: Mother to Son- Langston Hughes* Your World by Georgia Douglas Johnson Poetry Foundation*</p> <p>Non-Fiction Texts: "The Children's Author who Actually Listens to Children" (magazine article)- Dan Kois Opinion: Jeremy Lin, rejected the bullies, dared to be different (Article)* Myths and Legends: King Arthur and the Holy Grail</p>
<p>Focus Skills/ Literary Terms</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict (Internal and External) ● Climax ● Falling Action ● Resolution ● Foreshadowing/Flashback ● Theme ● Protagonist/Antagonist <p>Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict (Internal and External) ● Climax ● Falling Action ● Resolution ● Foreshadowing/Flashback ● Theme ● Protagonist/Antagonist <p>Vocabulary Acquisition: -use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.</p>

Standards Alignment	<ul style="list-style-type: none"> 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL) 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (7W3a, 7W3b, 7W3c, 7W3d, 7W3e) 	<ul style="list-style-type: none"> 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL) 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing (7W3a, 7W3b, 7W3c, 7W3d, 7W3e)
Writing Focus	Expository Writing Narrative Writing Short Response Writing- RACES	Expository Writing Narrative Writing Short Response Writing- RACES
Performance Based Assessments	Original Short Story Writing Notebooks (self contained) Plot Diagrams Short Responses	Original Short Story Writing Notebooks (self contained) Plot Diagrams Short Responses

	Curriculum Map-General	Curriculum Map-Accelerated
Unit	Unit 2: Turning Points and Transformations	Unit 2: Turning Points and Transformations
Central Text	A Christmas Carol: Scrooge and Marley (Drama) Israel Horowitz Act 1 and Act 2	A Christmas Carol- Charles Dickens
Essential Question	<ul style="list-style-type: none"> • In what ways can characters change over the course of a story, and what causes these changes? • How do a character's thoughts, actions, and dialogue reveal who they are? • Can a character's transformation be both positive and negative? How does this impact the story? 	<ul style="list-style-type: none"> • In what ways can characters change over the course of a story, and what causes these changes? • How do a character's thoughts, actions, and dialogue reveal who they are? • How do external events or conflicts influence a character's internal growth or transformation? • Can a character's transformation be both positive and negative? How does this impact the story? • How do a character's motivations drive the plot and affect other characters?
Suggested Supporting Texts	<p>Short Stories</p> <p>The Treasure of Lemon Brown-Walter Dean Myers (short story)*</p> <p>Thank You, M'am- Langston Hughes (short story)*</p> <p>The Gift of the Magi- O.Henry (play version)</p> <p>Poetry/Songs</p> <p>What is Success?- Bessie A. Stanley (poem)</p> <p>I am Offering This Poem- Jimmy Santiago Baca*</p> <p>Non-Fiction</p>	<p>Short Stories</p> <p>The Treasure of Lemon Brown-Walter Dean Myers (short story)*</p> <p>Thank You, M'am- Langston Hughes (short story)*</p> <p>A Retrieved Reformation- O. Henry (short story)</p> <p>The Gift of the Magi- O.Henry (original text)</p> <p>Poetry/Songs</p> <p>What is Success?- Bessie A. Stanley (poem)</p> <p>I am Offering This Poem- Jimmy Santiago Baca*</p>

	<u>On the Tenth Day We Talk About Money- Mitch Albom (excerpt)*</u> <u>An Experiment in Love-Martin Luther King, Jr. (excerpt)*</u>	Non-Fiction <u>Profile: Malala Yousafzai- BBC News (article)</u> <u>On the Tenth Day We Talk About Money- Mitch Albom (excerpt)*</u> <u>An Experiment in Love-Martin Luther King, Jr. (excerpt)*</u>
Focus Skills/Literary Terms	Literary Devices: <ul style="list-style-type: none"> ● Characterization ● Static and Dynamic Characters ● Character Motivation ● Theme ● Point of View/Perspective ● Mood and Tone ● Flashback ● Irony 	Literary Devices: <ul style="list-style-type: none"> ● Characterization (Direct and Indirect) ● Static,Dynamic, Round, Flat Characters ● Character Motivation ● Theme (Thematic Idea vs. Thematic Statement) ● Point of View/Perspective ● Mood and Tone ● Flashback ● Irony (Verbal, Dramatic, Situational)
Standards Alignment	<ul style="list-style-type: none"> ● 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI/RL) ● 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text (RI/RL) ● 7R3: In literary text, analyze how elements of plot are related, affect one another, and contribute to meaning (RL) ● 7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed (RI) ● 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the the perspectives of different characters or narrators (RL) ● 7R7: Compare and contrast a written text with audio, filmed, staged, or digital version in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject (RI/RL) 	<ul style="list-style-type: none"> ● 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI/RL) ● 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text (RI/RL) ● 7R3: In literary text, analyze how elements of plot are related, affect one another, and contribute to meaning (RL) ● 7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed (RI) ● 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the the perspectives of different characters or narrators (RL) ● 7R7: Compare and contrast a written text with audio, filmed, staged, or digital version in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject (RI/RL)
Writing Focus	Literary Analysis- <ul style="list-style-type: none"> ● Theme ● Mood/Tone development ● Plot Structure 	Literary Analysis- <ul style="list-style-type: none"> ● Theme ● Mood/Tone development ● Plot Structure

	<p><i>How the following relate and affect one another:</i></p> <ul style="list-style-type: none"> • Characters • Conflicts • Settings <p>Citing Relevant Textual Evidence</p>	<p><i>How the following relate and affect one another:</i></p> <ul style="list-style-type: none"> • Characters • Conflicts • Settings <p>Citing Relevant Textual Evidence</p>
Performance Based Assessment	<p>Socratic Seminar Activities Thematic Essay Character Study</p>	<p>Socratic Seminar Activities Thematic Essay Character Study</p>

Unit/ Theme	Unit 3: Short Story Unit/ Argument Writing Taking a Stand- General	Unit 3: Short Story Unit/ Argument Writing Taking a Stand- Accelerated
Central Text	<p><u>The Hunger Games</u>- Suzanne Collins <u>Maniac Magee</u> - Jerry Spinelli - special class only</p>	<p><u>The Hunger Games</u>- Suzanne Collins <u>The Maze Runner</u>- James Dashner (2025-2026)</p>
Essential Question	<ul style="list-style-type: none"> • How can one utilize evidence, factual or anecdotal, when supporting one's position in an argumentative piece? • Why is argument writing important? • How and why do people try to influence others? 	<ul style="list-style-type: none"> • How can one utilize evidence, factual or anecdotal, when supporting one's position in an argumentative piece? • Why is argument writing important? • How and why do people try to influence others? • How can we craft a compelling argument using evidence from <i>The Hunger Games</i> to support our claims? • What rhetorical strategies do the characters in <i>The Hunger Games</i> use to persuade others, and how can we apply these in our writing?

		<ul style="list-style-type: none"> • How do counterclaims strengthen or challenge an argument, and how can we address them effectively?
Suggested Supporting Texts	<p><u>Short Stories:</u></p> <ul style="list-style-type: none"> • The Scholarship Jacket, by Marta Salinas* • "Seventh Grade," by Gary Soto* • The War of the Wall, by Toni Cade Bambara* • Rikki Tikki Tavi - Rudyard Kipling <p>Drama:</p> <ul style="list-style-type: none"> • The Monsters are Due on Maple Street- Rod Sterling <p>Poetry:</p> <ul style="list-style-type: none"> • Identity- Julio Noboa Polanco* • The Lesson of the Moth- Don Marquis <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Should You Be Allowed to Nap at School? (Scope) • Are Athletes Overpaid? (Scope) • Do Video Games Cause Violence? (Scope) • Should the School Week be Shortened? (Scope) • Are Zoos Ethical? (Scope) 	<p><u>Short Stories:</u></p> <ul style="list-style-type: none"> • The Scholarship Jacket, by Marta Salinas* • "Seventh Grade," by Gary Soto* • Heartbeat, by David Yoo* • The War of the Wall, by Toni Cade Bambara* • The Veldt- Ray Bradbury • The Save, by Joseph Bruchac* • Rikki Tikki Tavi - Rudyard Kipling <p>Drama:</p> <ul style="list-style-type: none"> • The Monsters are Due on Maple Street- Rod Sterling <p>Poetry:</p> <ul style="list-style-type: none"> • Identity- Julio Noboa Polanco* • The Lesson of the Moth- Don Marquis <p>Non-Fiction:</p> <ul style="list-style-type: none"> • Should You Be Allowed to Nap at School? (Scope) • Are Athletes Overpaid? (Scope) • Do Video Games Cause Violence? (Scope) • Should the School Week be Shortened? (Scope) • Are Zoos Ethical? (Scope)
Focus Skills/ Literary Terms	<ul style="list-style-type: none"> • Point of View/Perspective • Author's Perspective • Mood • Tone • Imagery • Symbolism • Motifs 	<ul style="list-style-type: none"> • Point of View/Perspective • Author's Perspective • Mood • Tone • Imagery • Symbolism • Motifs

	<ul style="list-style-type: none"> ● Claim ● Counterclaim ● Rebuttal ● Call to Action 	<ul style="list-style-type: none"> ● Claim ● Counterclaim ● Rebuttal ● Call to Action ● Logos, Ethos, Pathos
Standards Alignment	<ul style="list-style-type: none"> ● 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) ● 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI) ● 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI) <p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● 7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. ● 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. ● 7W1c: Use precise language and content-specific vocabulary to argue a claim. ● 7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● 7W1e: Provide a concluding statement or section that explains the significance of the argument presented. ● 7W1f: Maintain a style and tone appropriate to the writing task. 	<ul style="list-style-type: none"> ● 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) ● 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI) ● 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI) <p>7W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> ● 7W1a: Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically. ● 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text. ● 7W1c: Use precise language and content-specific vocabulary to argue a claim. ● 7W1d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● 7W1e: Provide a concluding statement or section that explains the significance of the argument presented. ● 7W1f: Maintain a style and tone appropriate to the writing task.

Writing Focus	Argumentative Writing <ul style="list-style-type: none"> • Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) • Word Choice • Transitional Words and Phrases • Developing a Claim • Identifying Relevant Evidence • Identifying Reliable Sources 	Argumentative Writing <ul style="list-style-type: none"> • Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) • Word Choice • Transitional Words and Phrases • Developing a Claim • Identifying Relevant Evidence • Identifying Reliable Sources
Performance Based Assessment	Oral Presentation- Call to Action Select an organization that is important to you and your beliefs. Research the following: <ul style="list-style-type: none"> • History and Purpose/Goals of organization • A prominent individual that champions this cause • The contributions or advancements that this organization/individual has made for the organization • Why and how individuals can support this cause Create a Google Slides Presentation of your findings.	Oral Presentation- Call to Action Select an organization that is important to you and your beliefs. Research the following: <ul style="list-style-type: none"> • History and Purpose/Goals of organization • A prominent individual that champions this cause • The contributions or advancements that this organization/individual has made for the organization • Why and how individuals can support this cause Create a Google Slides Presentation of your findings.

Unit/ Theme	Unit 4: Folktales and Fairytales: A Cinderella Story- Multicultural Unit	
Central Text	Cinderella (The Little Glass Slipper) - Charles Perault	Cinderella (The Little Glass Slipper) - Charles Perault Gathering Blue (Accelerated)
Essential Question	<ul style="list-style-type: none"> • How can studying other cultures help us to understand our own culture and ourselves? • Why is it important for people and cultures to create stories? • How does your culture shape the way you write? 	<ul style="list-style-type: none"> • What is culture, and how does it shape the way stories are told? • How do different versions of Cinderella reflect the values and traditions of the cultures they come from?

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| | | <ul style="list-style-type: none">• What do similarities among Cinderella stories tell us about human nature and shared experiences across cultures?• How does the role of gender influence the portrayal of characters in Cinderella stories from different cultures?• In what ways can storytelling preserve cultural identity while also allowing for universal connections?• What lessons do Cinderella stories teach us, and why do those lessons remain relevant today?• How can examining multiple versions of a story deepen our understanding of our own cultural perspectives and biases? |
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<p>Suggested Supporting Texts</p>	<p>Domitila – Mexican Tale *</p> <p>Yeh-Shen – Story from China*</p> <p>Mufaro’s Beautiful Daughters - An African Tale*</p> <p>The Rough-Face Girl – Algonquin Indian Tale*</p> <p>Aschenputtel- German Tale*</p> <p>Poetry:</p> <p>Cinderella- Roald Dahl</p> <p>The Rose that Grew from Concrete-Tupac Shakur*</p> <p>Caged Bird- Maya Angelou*</p> <p>Non-Fiction Texts:</p> <p>Disney Didn’t Invent Cinderella- Her Story is at Least 2000 Years Old</p> <p>The History of Cinderella</p> <p>Where Did Cinderella Story Come From?</p>	<p>Aschenputtel- German Tale*</p> <p>Domitila – Mexican Tale *</p> <p>Yeh-Shen – Story from China*</p> <p>Mufaro’s Beautiful Daughters - An African Tale*</p> <p>The Rough-Face Girl – Algonquin Indian Tale*</p> <p>Poetry:</p> <p>Cinderella- Roald Dahl</p> <p>The Rose that Grew from Concrete-Tupac Shakur*</p> <p>Caged Bird- Maya Angelou*</p> <p>Non-Fiction Texts:</p> <p>Disney Didn’t Invent Cinderella- Her Story is at Least 2000 Years Old</p> <p>What the Rise and Fall of the Cinderella Fairytale Means for Women Today- Time Magazine</p> <p>The History of Cinderella</p> <p>Where Did Cinderella Story Come From?</p>
<p>Literary/ Skills Focus</p>	<p>Figurative Language</p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Hyperbole ● Imagery ● Onomatopoeia <p>Elements of Plot (review)</p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict ● Climax ● Falling Action ● Resolution 	<p>Figurative Language</p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Hyperbole ● Imagery ● Onomatopoeia <p>Elements of Plot (review)</p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict ● Climax ● Falling Action ● Resolution

	<p>Narrator Point of View</p> <ul style="list-style-type: none"> • First person • Second Person • Third Person Omniscient 	<p>Narrator Point of View</p> <ul style="list-style-type: none"> • First person • Second Person • Third Person Omniscient
<p>Focus Standards</p>	<ul style="list-style-type: none"> • 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) • 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL) • 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) • 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) • 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) • 7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL) • 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing. • 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. 	<ul style="list-style-type: none"> • 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) • 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL) • 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) • 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) • 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) • 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) • 7R7: Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL) • 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing. • 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
<p>Writing Focus</p>	<p>Narrative/Creative Writing Literary Analysis</p>	<p>Narrative/Creative Writing Literary Analysis</p>

Performance Based Assessment	Venn Diagrams Original Narrative Writing Compare and Contrast Writing	Venn Diagrams Original Narrative Writing Compare and Contrast Writing
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[Cornwall Central Middle School
English Language Arts AIS- Grade 7

Q1 Units	Rescue Dogs of 9/11 Science vs Ethics Protecting Vulnerable Ecosystems
Texts	Readworks article "Canine Courage" Scholastic Scope Oct 2023 "Should We Clone our Pets?" Scholastic Scope NOv 2022 "Rescue in the Rainforest" Readworks article "An Unexpected Trip"
Essential Question(s)	Why Are Search and Rescue Dogs Important? Should We Clone? How Can We Preserve Precious Ecosystems?
Supporting Texts	N/A

<p>Focus Skills/ Literary Terms</p>	<p>Context Clues / Vocabulary, Argument Writing, Constructed Response RC Questions, Foreshadowing Surprise Ending</p>
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) ● 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) ● 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes and central ideas. (RL) ● 7R8: Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL) ● 7W2c: Use precise language and content-specific vocabulary to explain a topic. ● 7W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● 7W2e: Provide a concluding statement or section that explains the significance of the information presented. ● 7W1: Write arguments to support claims with clear reasons and relevant evidence ● 7L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. ● 7L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
<p>Writing Focus</p>	<p>Expository Writing Persuasive Writing</p>

Performance Based Assessments	Defining words used in text using context clues Writing paragraph with supporting evidence from text Writing argument paragraph with supporting evidence Short response expository writing
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	2023 - 2024 Revised Curriculum Map
Q2 Unit	Unit 2: Reading Comprehension Skills Paired Passages
Central Text	We Need a Youth Center Gravity Suspenders Daedalus and Icarus
Essential Question	Why is it Important to Follow Instructions?

Supporting Texts	N/A
Focus Skills/Literary Terms	<p>Reading Comprehension:</p> <ul style="list-style-type: none"> ● Author's Purpose ● Main Idea ● Supporting Details ● Sequence of Events ● Inference ● Cause and Effect ● Generalizations ● Compare and Contrast
Standards Alignment	<ul style="list-style-type: none"> ● 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences (RI/RL) ● 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text (RI/RL) ● 7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed (RI) ● 7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ●
Writing Focus	<p>Short response questions Extended response using details from paired text to support claim</p>
Performance Based Assessment	<p>Multiple Choice RC questions Compare and Contrast Charts Identifying sequence / ordering events Short response expository main idea with supporting details True / False questions for identifying valid generalizations</p>

Unit/Theme	Unit 3: Short Story / Poetry
Central Text	Seventh Grade by Gary Soto On Turning Ten by Billy Collins
Essential Question	<ul style="list-style-type: none"> • Should we try to impress others? • Loss of childhood / becoming adolescents
Suggested Supporting Texts	Scholastic Scope September 2014 "Dear Future" by Nicholas Montemmarano
Focus Skills/Literary Terms	<p>Elements of Plot:</p> <ul style="list-style-type: none"> • Exposition • Conflict • Rising Action • Climax • Falling Action • Resolution
Standards Alignment	<ul style="list-style-type: none"> • 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)

	<ul style="list-style-type: none"> • 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI) • 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. • 7R9: Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) • 7W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable. • 7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 7L5a: Interpret figurative language, including allusions, in context. 7L5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Writing Focus	<p>Expository Writing</p> <ul style="list-style-type: none"> • Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) • Word Choice • Transitional Words and Phrases • Developing a Claim • Identifying Relevant Evidence
Performance Based Assessment	<p>Annotate poem for figurative language and meanings, similes and metaphors and summary of moods Extended written response using evidence from text to support a claim.</p>

Unit/Theme	Unit 4: Folktales and Fairytales:
Central Text	A Tale Dark and Grimm by Adam Gidwitz
Essential Question	<p>What Lessons Can Fairy Tales Teach Us? How Can Adversity Make You Wise? Why is it Important to Forgive?</p>

Suggested
Supporting
Texts

Literary/ Skills
Focus

Figurative Language

- Simile
- Metaphor
- Personification
- Hyperbole
- Imagery
- Onomatopoeia

Elements of Plot (review)

- Exposition
- Rising Action
- Conflict
- Climax
- Falling Action
- Resolution

	<p>Narrator Point of View</p> <ul style="list-style-type: none"> ● First person ● Second Person ● Third Person Omniscient
<p>Focus Standards</p>	<ul style="list-style-type: none"> ● 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) ● 7R2: Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL) ● 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) ● 7R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) ● 7R5: In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) ● 7R6: In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) ● 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
<p>Writing Focus</p>	<p>Visualizations: Creating Pictures to represent scenes / POV Writing Captions</p>
<p>Performance Based Assessment</p>	<p>Classwork and Discussions (see above) Comprehension Questions</p>

Cornwall Central Middle School
English Language Arts- Grade 8

Unit/ Theme	Unit 1: Historical Fiction/Argumentative Writing/Taking a Stand
Central Text	<i>Mississippi Trial, 1955</i> by Chris Crowe (Gen Ed) <i>To Kill a Mockingbird</i> by Harper Lee (Advanced)
Essential Question(s)	<ul style="list-style-type: none"> - What is justice? - How does prejudice impact individuals and communities? - How can historical events shape our understanding of identity and society today? - What is the significance of standing up for what's right, even when it is difficult?
Suggested Supporting Texts	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> - "Strange Fruit"- Billie Holiday - "Blackbird"- The Beatles <p><u>Non-Fiction Texts:</u></p> <ul style="list-style-type: none"> - "Freedom Summer" by J. Patrick Lewis https://www.commonlit.org/en/texts/freedom-summer - "The Youngest of the Little Rock Nine Speaks Out About Holding onto History" by Allison Keyes https://www.commonlit.org/en/texts/the-youngest-of-the-little-rock-nine-speaks-out-about-holding-onto-history

<p>Focus Skills/ Literary Terms</p>	<p><u>Story Elements:</u></p> <ul style="list-style-type: none"> ● Characterization ● Foreshadowing ● Theme ● Conflict ● Plot ● Setting ● Point of View <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> ● use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) ● 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) ● 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL) ● 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL) ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable ● 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

<p>Writing Focus</p>	<p><u>Expository Writing</u></p> <ul style="list-style-type: none"> • Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) • Word Choice • Transitional Words and Phrases • Developing a Claim • Identifying Relevant Evidence • Identifying Reliable Sources
<p>Performance Based Assessments</p>	<ul style="list-style-type: none"> • Paragraph response detailing character development • Four Paragraph Essay response evaluating whether or not justice was served

	<p>2024-2025 Revised Curriculum Map</p>
<p>Unit</p>	<p>Unit 2: Teaching the Titanic with Informational Texts (Gen Ed)</p>
<p>Central Text</p>	<p>N/A</p>
<p>Essential Question</p>	<ul style="list-style-type: none"> - What is courage? - How does tragedy impact society? - How do we evaluate the credibility of sources when researching historical events? - What are the challenges in distinguishing between primary and secondary sources in historical research?

	<ul style="list-style-type: none"> - How does analyzing multiple texts on the same topic enhance our understanding of history? <ul style="list-style-type: none"> - What strategies can we use to organize and present research findings effectively? - How does an author's perspective shape the way information is presented in informational texts? <ul style="list-style-type: none"> - How does media coverage influence public perception and memory of events in history?
<p style="text-align: center;">Suggested Supporting Texts</p>	<p><u>Short Stories:</u></p> <ul style="list-style-type: none"> - Excerpts from <i>A Night to Remember</i> by Walter Lord <p><u>Poetry/Songs:</u></p> <ul style="list-style-type: none"> - "Heroes of the Titanic" by Henry Van Dyke https://www.poetrynook.com/poem/heroes-titanic <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> - "Building the Titanic" https://mollybrown.org/building-the-titanic/ - "Why Did the Titanic Sink?" https://www.history.com/news/why-did-the-titanic-sink - "Titanic Tales" https://newsela.com/ - "A Titanic Amount of Misinformation" https://www.advantagearchives.com/a-titanic-amount-of-misinformation/ - Margaret Brown https://www.encyclopedia-titanica.org/titanic-survivor/molly-brown.html - Thomas Andrews https://www.encyclopedia-titanica.org/titanic-victim/thomas-andrews.html - Fredrick Fleet https://www.encyclopedia-titanica.org/titanic-survivor/frederick-fleet.html - Harold Godfrey Lowe https://www.encyclopedia-titanica.org/titanic-survivor/harold-godfrey-lowe.html - Bruce Ismay https://www.encyclopedia-titanica.org/titanic-survivor/j-bruce-ismay.html - "Timeline of the Titanic's Final Hours" https://www.britannica.com/story/timeline-of-the-titanics-final-hours <p><u>Videos:</u></p> <ul style="list-style-type: none"> - "Sinking of the Titanic (1912)" https://www.youtube.com/watch?v=b0L_2jKEbA4 - "What's Inside the Titanic?" https://www.youtube.com/watch?v=HLrBUwNSEo0 - "Titanic Tourist Submersible" https://www.youtube.com/watch?v=KzBwQiMydfY - James Cameron's 1997 <i>Titanic</i> film clips

	<p>- "Ghosts of the Abyss" Documentary</p>
<p>Focus Skills/Literary Terms</p>	<p><u>Story Elements/Literary Devices:</u></p> <ul style="list-style-type: none"> ● Theme ● Point of View/Perspective ● Mood and Tone ● Irony ● Personification ● Similes/metaphors ● Imagery ● Show vs. tell <p><u>Research Skills/Media Literacy:</u></p> <ul style="list-style-type: none"> ● Evaluating multiple perspectives through multiple media formats ● Internet sources vs. primary texts ● Fake news/credible sources <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> ● use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.
<p>Standards Alignment</p>	<ul style="list-style-type: none"> ● 8R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) ● 8R7: Evaluate the advantages and disadvantages of using different media—text, audio, video, stage, or digital—to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text. (RI&RL) ● 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL) ● 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● 8W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

	<ul style="list-style-type: none"> ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable ● 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. ● 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.
Writing Focus	<p><u>Expository/Argumentative Writing</u></p> <ul style="list-style-type: none"> ● Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) ● Word Choice ● Transitional Words and Phrases ● Developing a Claim ● Identifying Relevant Evidence ● Identifying Reliable Sources
Performance Based Assessment	<ul style="list-style-type: none"> ● Paragraph Response Describing the Classes on the Titanic ● Expository Essay: Researching Titanic Sinking/Person on The Titanic

Unit/Theme	Unit 2: Dystopian Literature (Advanced)
Central Text	<i>Scythe</i> by Neal Shusterman
Essential Questions	<ul style="list-style-type: none"> - What are the key features of a dystopian society, and how do they compare to our world? - Why do authors create dystopian worlds, and what messages or warnings are they trying to send? <ul style="list-style-type: none"> - What motivates characters to stand up against injustice in dystopian stories, and what challenges do they face? - How do technology and science play a role in creating or controlling dystopian societies? - What does dystopian literature teach us about human nature and the struggle between good and evil? <ul style="list-style-type: none"> - How can the setting of a dystopian world highlight real-world problems or fears?
Suggested Supporting Texts	<p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> - “AI- The good, the bad, and the scary” https://eng.vt.edu/magazine/stories/fall-2023/ai.html - “Marie Curie” https://www.nobelprize.org/prizes/physics/1903/marie-curie/biographical/ - “Michael Faraday” https://www.csueastbay.edu/philosophy/reflections/2004/contents/darren-skoldqvist.html - “Robert Goddard” https://www.britannica.com/biography/Robert-Goddard. <p><u>Podcast:</u></p> <ul style="list-style-type: none"> - “Why Teens Find the End of the World So Appealing” https://www.npr.org/transcripts/536007249
Focus Skills/Literary Terms	<p><u>Story Elements/Literary Devices:</u></p> <ul style="list-style-type: none"> ● Point of View ● Author’s Perspective ● Mood ● Tone ● Imagery ● Symbolism ● Motifs

	<ul style="list-style-type: none"> ● Theme ● Claim <p><u>Vocabulary Acquisition:</u></p> <ul style="list-style-type: none"> ● use various strategies to break down new/unfamiliar vocabulary terms, including prefix/suffix understanding, context clues, previewing, etc.
Standards Alignment	<ul style="list-style-type: none"> ● 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) ● 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) ● 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. ● 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. ● 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ● 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.

Writing Focus	<p><u>Expository Writing</u></p> <ul style="list-style-type: none"> ● Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) ● Word Choice ● Transitional Words and Phrases ● Developing a Claim ● Identifying Relevant Evidence ● Identifying Reliable Sources
Performance Based Assessment	<ul style="list-style-type: none"> ● Argumentative Paragraph: Making Predictions ● Expository Essay: Drawing Connections Between Literature and Influential People in History

Unit/Theme	Unit 3: Holocaust Literature
Central Text	<p><i>Prisoner B-3087</i> by Alan Gratz (Gen Ed) <i>The Book Thief</i> by Markus Zusak (Advanced)</p>
Essential Questions	<ul style="list-style-type: none"> - What are the consequences of prejudice, hatred, and discrimination on individuals and society? - How do individuals and groups find strength and resilience in the face of extreme adversity? <ul style="list-style-type: none"> - What is the role of memory and storytelling in understanding and honoring the past? - How can literature help us empathize with people whose experiences are different from our own? - Why is it important to confront and learn about painful or uncomfortable parts of history? <ul style="list-style-type: none"> - How can reading about the Holocaust shape our understanding of justice, morality, and human rights?

	<ul style="list-style-type: none"> - In what ways can the actions of a single person impact history and the lives of others? <ul style="list-style-type: none"> - What responsibilities do we have as individuals to speak out against injustice? - How does the power of language shape our understanding of events, identity, and culture during times of oppression?
<p>Suggested Supporting Texts</p>	<ul style="list-style-type: none"> • Excerpts from <i>Night</i> by Elie Wiesel <p><u>Short Stories:</u></p> <ul style="list-style-type: none"> • “The Poisonous Mushroom” by Ernst Hiemer <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> • Elie Wiesel’s 1986 Nobel Peace Prize Acceptance Speech • Informational articles about influential people from the Holocaust
<p>Focus Skills/Literary Terms</p>	<p><u>Story Elements/Literary Devices:</u></p> <ul style="list-style-type: none"> • Point of View • Author’s Perspective • Mood • Tone • Imagery • Symbolism • Motifs • Claim • Call to Action • Ethos, Pathos, Logos • Persuasive Speech
<p>Standards Alignment</p>	<ul style="list-style-type: none"> • 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)

	<ul style="list-style-type: none"> ● 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) ● 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. ● 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. ● 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ● 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
Writing Focus	<p><u>Research</u></p> <ul style="list-style-type: none"> ● Evaluating Credible Sources ● Annotating Sources ● Identifying Relevant Evidence ● Paraphrasing Information ● Citing Sources with an MLA Works Cited Page and Parenthetical Citations
Performance Based Assessment	<ul style="list-style-type: none"> ● Expository Paragraph: Nazi Propaganda During WWII ● MLA Research Paper

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Unit/Theme	Unit 4: Sociology of the World Through Fiction/Poetry (Gen Ed)
Central Text	<i>The Outsiders</i>
Essential Questions	<ul style="list-style-type: none"> - How do social and economic class differences influence characters' identities and choices? <ul style="list-style-type: none"> - What does it mean to belong, and how do friendships shape our sense of identity - How do stereotypes and preconceived notions affect the way we see others and ourselves <ul style="list-style-type: none"> - What is the importance of family, both biological and chosen, in shaping who we are - How do the events in the novel reflect universal themes of growing up and finding one's place in the world? <ul style="list-style-type: none"> - How does empathy change the way we understand people who are different from us? <ul style="list-style-type: none"> - What does it mean to stay true to yourself in the face of societal pressures?
Suggested Supporting Texts	<p><u>Poetry/Songs:</u></p> <ul style="list-style-type: none"> ● "Our Generation" by Jordan Nichols ● "Annabel Lee" by Edgar Allan Poe ● "The Rose That Grew From Concrete" by Tupac Shakur ● "Untitled" by Tupac Shakur ● "Nothing Gold Can Stay" by Robert Frost ● "We Didn't Start the Fire" ● "The Raven" by Edgar Allan Poe <p><u>Non-Fiction Texts:</u></p> <ul style="list-style-type: none"> ● "Gangs Create a Sense of Community for Youths"

<p>Literary/ Skills Focus</p>	<p><u>Figurative Language</u></p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Hyperbole ● Imagery ● Onomatopoeia <p><u>Elements of Plot (review)</u></p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict ● Climax ● Falling Action ● Resolution <p><u>Narrator Point of View</u></p> <ul style="list-style-type: none"> ● First person ● Second Person ● Third Person Omniscient
<p>Focus Standards</p>	<ul style="list-style-type: none"> ● 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) ● 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) ● 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<ul style="list-style-type: none"> ● 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. ● 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. ● 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ● 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
Writing Focus	Narrative/Creative Writing Analyzing Figurative Language in Poetry
Performance Based Assessment	<ul style="list-style-type: none"> ● The Outsiders 'Stay Gold' Expository Essay ● Analyzing Figurative Language in Song Essay

Unit/Theme	Unit 4: Edgar Allan Poe Author Study (Advanced)
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Central Text	<i>Coffee With Poe</i> by Andrew Barger
Essential Questions	<ul style="list-style-type: none"> - What are the key themes and elements that make Edgar Allan Poe's writing unique? - How does Poe create mood and atmosphere in his stories and poems, and why is this important? - What can Poe's works tell us about the fears and anxieties of his time, and how do they still relate to us today? <ul style="list-style-type: none"> - How does Poe use symbolism, imagery, and setting to create suspense and horror? - What role do unreliable narrators play in Poe's stories, and how do they affect our understanding of the plot? - How does Poe explore the concept of madness, and what does this reveal about human nature? <ul style="list-style-type: none"> - How does Edgar Allan Poe's life and personal experiences influence his writing? - What do Poe's stories suggest about death, loss, and the darker sides of the human mind? - How do Poe's short stories and poems challenge our ideas of reality, perception, and truth?
Suggested Supporting Texts	<p><u>Poetry:</u></p> <ul style="list-style-type: none"> ● "To Helen" by Edgar Allan Poe ● "Tamerlane" by Edgar Allan Poe ● "The Raven" by Edgar Allan Poe ● "Annabel Lee" by Edgar Allan Poe <p><u>Short Stories:</u></p> <ul style="list-style-type: none"> ● "The Tell-Tale Heart" by Edgar Allan Poe ● "Murders in the Rue Morgue" by Edgar Allan Poe ● "The Mask of the Red Death" by Edgar Allan Poe ● "The Cask of Amontillado" by Edgar Allan Poe <p><u>Non-Fiction:</u></p> <ul style="list-style-type: none"> ● "The Still Mysterious Death of Edgar Allan Poe" https://www.smithsonianmag.com/history/still-mysterious-death-edgar-allan-poe-180952936/

<p>Literary/ Skills Focus</p>	<p><u>Figurative Language</u></p> <ul style="list-style-type: none"> ● Simile ● Metaphor ● Personification ● Hyperbole ● Imagery ● Onomatopoeia <p><u>Elements of Plot (review)</u></p> <ul style="list-style-type: none"> ● Exposition ● Rising Action ● Conflict ● Climax ● Falling Action ● Resolution <p><u>Narrator Point of View</u></p> <ul style="list-style-type: none"> ● First person ● Second Person ● Third Person Omniscient
<p>Focus Standards</p>	<ul style="list-style-type: none"> ● 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL) 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) ● 8R6: In literary texts, analyze how the differences between the point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone. (RL) ● 8W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<ul style="list-style-type: none"> ● 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration. ● 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation. ● 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. ● 8SL2: Analyze the purpose of information presented in diverse formats (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation. ● 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.
Writing Focus	<p><u>Expository Writing</u></p> <ul style="list-style-type: none"> ● Proper Essay Format (Strong Introductions, Cohesive Body Paragraphs, and Concise Conclusions) ● Word Choice ● Transitional Words and Phrases ● Developing a Claim ● Identifying Relevant Evidence
Performance Based Assessment	<ul style="list-style-type: none"> ● Whodunit? Mystery Paragraph ● Argumentative Essay: Edgar Allan Poe

Unit/Theme	Unit 5: Grammar Unit (revisited throughout the year)
Central Text	N/A
Essential Questions	<ul style="list-style-type: none"> - How do different parts of speech work together to form clear and effective sentences? <ul style="list-style-type: none"> - Why is it important to understand the role of each part of speech in writing and communication? - How can understanding homophones improve clarity and prevent confusion in writing? <ul style="list-style-type: none"> - Why is context important when choosing between words that sound alike but have different meanings? - How does correct punctuation and capitalization affect the meaning and tone of a sentence? - Why are punctuation and capitalization essential for effective written communication? <ul style="list-style-type: none"> - How do verb tenses convey time and sequence in writing? - What are the consequences of inconsistent verb tense use in storytelling or writing? <ul style="list-style-type: none"> - How can varying sentence structure make writing more engaging and effective? <ul style="list-style-type: none"> - What are the key differences between simple, compound, complex, and compound-complex sentences, and how do we use them effectively?
Suggested Supporting Texts	N/A

<p>Literary/ Skills Focus</p>	<ul style="list-style-type: none"> • Identifying and analyzing parts of speech in sentences • Revising sentences by replacing or adding specific parts of speech to enhance meaning • Distinguishing between commonly confused homophones through context • Editing written work to ensure proper use of homophones • Using punctuation marks (commas, periods, semicolons, etc.) to clarify sentence meaning • Applying capitalization rules in formal writing • Recognizing shifts in verb tense and understanding their impact on meaning and coherence • Creating consistent verb tense sequences in storytelling • Identifying sentence types (simple, compound, complex, compound-complex) and their components • Revising sentences to improve variety and fluency
<p>Focus Standards</p>	<ul style="list-style-type: none"> • 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. • 8L4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<p>Writing Focus</p>	<ul style="list-style-type: none"> • Following grammatical rules in writing • Reviewing the writing process, specifically revising and editing to reflect proper grammar
<p>Performance Based Assessment</p>	<p>Grammar Bell Ringers Grammar Quizzes/Test</p>