# KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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## SCHOOL BOARD COMMUNICATION

| Title: | **K-12 Reading & Language Arts Curriculum** | | |
|---|---|---|---|
| Date: | **11-29-2011** | Item Number: | 10a.(3) |
| Administrator: | **Doris Cannon, Director of Curriculum** *Doris L Cannon*  **Through Sean Dusek, Assistant Superintendent of Instruction** *Sean Dusek* | | |
| Attachments: | **none** | | |

[x] **Action Needed**    [ ] **For Discussion**    [ ] **Information**    [ ] **Other:** _____

## BACKGROUND INFORMATION

The revised curriculum has incorporated the Alaska State Standards, the Common Core, and standards developed by Kenai Peninsula Borough School District teachers. The documents presented are the curriculum quarters which teachers will use to plan lessons. Once the materials arrive they will aligned to the student objectives.  A committee is being formed to develop the assessment tools that will accompany the curriculum.

## ADMINISTRATIVE RECOMMENDATION

Recommend approval for adoption.

# Kenai Peninsula Borough School District

# K-12 Language Arts Curriculum

# 2012-2013



**COMMITTEE MEMBERS**

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# ELEMENTARY LANGUAGE ARTS & READING CURRICULUM

# Kindergarten Language Arts Curriculum Guide

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will listen to and follow one and two step oral directions | | | | |
| KPBSD | Student will speak with suitable volume and tone in different situations (indoor/outdoor voice, small-group, whole-group)   Follow topic of conversation | | | | |
| KPBSD | Student will attend to teacher directed activities | | | | |
| KPBSD | Student will use active listening skills:  personal space, eye contact, and posture | | | | |
| 1.3.2 | Student will copy letters, shapes, and words from model | | | | |
| 1.3.6 | Student will maintain sitting posture for writing, coloring and drawing. | | | | |
| KPBSD | Student will use correct pencil grip | | | | |
| KPBSD | Student will stabilize paper with non-writing hand | | | | |
| KPBSD | Student will respond appropriately to related topic (e.g., make connections, about the meaning of the story, or discussion) | | | | |

# Kindergarten Language Arts Curriculum Guide

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will follow rules of conversation (take turns, allow others to express opinions, use suitable volume and eye contact)Speak with suitable volume and tone in different situations (indoor/outdoor voice, small-group, whole-group) | | | | |
| KPBSD | Student will ask and answer questions in order to seek help get information, or clarify something that is not understood. | | | | |
| CC | Student will use frequently occurring nouns and verbs. | | | | |
| CC | Student will recognize and name end punctuation. | | | | |
| KPBSD | Student will use a combination of drawing, dictating, and writing to narrate<br>1) a single event,<br>2) several loosely linked events,<br>3) tells about the events in order of sequence,<br>4) and provide a reaction to what happened. | | | | |

# Kindergarten Language Arts Curriculum Guide

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g.listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges | Q3 | | | |
| KPBSD | Student will present to an audience (e.g., poems, finger plays, verses, jingles, songs, personal items, or experiences) | Q3 | | | |
| 1.3.1 | Student will write own first name with initial capital followed by lowercase letters | Q3 | | | |
| CC | Student will spell kindergarten high-frequency words correctly: I, a, is, my, you, are | Q3 | | | |
| CC | Student will use regular plural nouns (wish, wishes, dog and dogs) orally. | Q3 | | | |
| CC | Student will begin to edit for capital letters at beginning of sentence, for the word "I", and for legibility. | Q3 | | | |
| 1.5.1<br>CC | Student will participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | Q3 | | | |

# Kindergarten Language Arts Curriculum Guide

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will express thoughts, feelings, and ideas clearly. | | | | |
| CC | Student will produce and expand complete sentences in shared language activities. | | | | |
| CC | Student will identify on, off, in, out, to, from, for, of, by, with, between, behind, under, over, beside. | | | | |
| CC | Student will understand and use question words: (e.g.,who, what, when, where, why, how) | | | | |
| CC | Student will produce and expand complete sentences in shared language activities. | | | | |
| KPBSD | Student will use a combination drawing, dictating, and writing to compose opinion pieces in which<br>1) they tell the reader the topic or name of the book they are writing about,<br>2) and state an opinion or preference about the topic, or book.<br>(e.g.,  My Favorite Book is…) | | | | |

# Kindergarten Reading Curriculum Guide

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.5 | Student will indicate directionality: left to right, top to bottom, page to page, front to back. | | Shared reading, interactive writing, language experience dictation | | Report card assessment tools |
| CC | Student will demonstrate an understanding that words are separated by spaces in print. | | Shared reading charts using different colors for words and white space after each, punctuation in black. | | |
| KPBSD | Student will recognize own name in print. | | Name tags, name plates, class jobs, birthday calendar | | |
| 1.1.1 | Student will identify the first sound in a 1-syllable word. | | Use picture cards with oral phonemic awareness activities. Use cards to create a "Same Sound Sort" at a center station. | | Report card assessment tools |
| 1.1.3 | Student will name pictures of common objects and environmental print (e.g., stop, exit) | | *Social Studies | | Report card assessment tools |
| 1.4.1 CC | Student will retell or dramatize a familiar story (not necessarily in sequence) with or without the use of props. | | Shared Reading, Interactive Writing, Dramatic Play Center | | Report card assessment tools |

# Kindergarten Reading Curriculum Guide

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Student will identify different speech sounds. | | Use Poetry charts to identify words. Have students separate and say sounds in word and categorize words by same beginning or ending sounds. | | Report card assessment tools |
| 1.1.1 | Student will segment individual sounds in words with support. | | "Clap, Say Syllables" Clap beats (syllables) of names of items in the classroom, children's names | | Report card assessment tools |
| 1.2.1 | Student will answer who, where, and what questions after listening to a story. | | Shared Reading<br><br>*Social Studies | | Report card assessment tools |
| 1.1.3 CC | Student will identify and sort pictures/common objects into categories (e.g., vehicles, foods, colors) to gain a sense of the concepts the categories represent. | | Use magazines to cut pictures to create collage pages for categories. *Science * Social Studies *Math | | |
| CC | Student will describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) which prompting and support. | | | | |

# Kindergarten Reading Curriculum Guide

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Student will blend separate phonemes. | | "Pat, Pat, Clap" Use word/letter cards to blend simple CVC words. m (pat) at (pat) mat (clap | | |
| CC | Student will identify new meanings for familiar words and applies them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). | | Language-rich conversation, Multi-sensory approach, Word Wall, Read Aloud | | |
| 1.2.2 | Student will predict and confirm outcomes when listening to a story. | | Shared Reading Model "think aloud" | | Report card assessment tools |
| KPBSD | Student will identify sequence of events in a story. | | Shared Reading, Guided Reading, "First, Next, Last" | | |
| CC | Student will ask and answer questions about key details in a text. | | | | |
| CC | Student will compare and contrast the adventures and experiences of characters in familiar stories with prompting and support. | | | | |

# Kindergarten Reading Curriculum Guide

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Student will blend syllables or onset-rimes. | | Build words using letter cards, letter stamps, letter blocks. | | |
| 1.1.2 | Student will identify all letter sounds by name and most common kindergarten high-frequency words by sight (I, a, is, my, you, are) | | Word Wall<br>See, say and use words. Build sentences with HF words and picture cards. | | Report card assessment tools |
| 1.5.1 CC | Student will identify the main topic and retell key details of a text. | | Shared Reading, Guided Reading, Oral Questioning Strategies (what does this book tell us about), Graphic Organizer | | Report card assessment tools |
| 1.10.1 | Student will make relevant connections between text and personal connections. | | Shared Reading, Guided Reading, Compare/Contrast<br>*Social Studies | | |
| 1.7.2 | Student will identify use of rhyme in text | | Read Aloud | | Report card assessment tools |

# First Grade Language Arts Curriculum Guide

**First Quarter**

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist/State Assessments |
|---|---|---|---|---|---|
| 1.2.2 | Student will writes a variety of responses to text (e.g., response logs, journals) | | | | |
| CC | Student will capitalize dates and names of people. | | | | |
| 1.3.1 | Student will writes first name and last name with initial capitals and lowercase letters | | | | |
| 1.3.6 | Student will produces legible handwriting with correct spacing, letter formation, and pencil grip | | | | |
| CC | Student will use common, proper, and possessive nouns. | | | | |
| CC | Student will use frequently occurring adjectives. | | | | |

# First Grade Language Arts Curriculum Guide

## Second Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist/State Assessments |
|---|---|---|---|---|---|
| CC | Student will use commas in dates and to separate single words in a series. | | | | |
| CC | Student will use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | | | | |
| CC | Student will use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). | | | | |
| 1.2.1 | Student will writes thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists) | | | | |
| 1.3.4 | Student will identifies punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks) | | | | |

# First Grade Language Arts Curriculum Guide

## Third Quarter

| Standard Base | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist/State Assessments |
|---|---|---|---|---|---|
| CC | Student will use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). | | | | |
| CC | Student will use frequently occurring conjunctions (e.g., and, but, or, so, because) | | | | |
| CC | Student will produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | | | | |
| 1.5.1 | Student will identify sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.) | | 3.B.2.1; 3.C.2.1; 4.B.2.1 Select and use appropriate reference materials. | | |

# First Grade Language Arts Curriculum Guide

**Fourth Quarter**

| Standard Base | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist/State Assessments |
|---|---|---|---|---|---|
| 1.1.2 | Student will write about a single topic using drawings & a minimum of three complete sentences. | | | | |
| CC | Student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | | | |
| 1.4.1 | Student will work with peers or teachers to rearrange and add supporting details to improve clarity. | | | | |
| 1.4.2 | Student will give and receives ideas and suggestions about writing and responds appropriately. | | | | |

# First Grade Reading Curriculum

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.7 a | Student will point to each word as it is read and us a return sweep. | | Shared & Guided Reading | | observation |
| 1.1.1 | Student will identify initial, middle and final sound in one syllable words. | | Use letter cards to create CVC words; practice blending orally | | Report card assessment tools |
| 1.1.1 | Student will blend 3-4 phonemes into a whole word. | | "Let's Cheer" (give me an 'm', give me an 'a', give me a 't'…what do we have? MAT | | Report card assessment tools |
| 1.1.1 | Student will segment 3-4 phonemes in one syllable words. | | Practice holding up one finger for each sound in a word. Say the whole word, then say each sound in the word holding up one finger for each sound heard. | | Report card assessment tools<br><br>Aimsweb |
| 1.4.1 | Student will retell or dramatize a story after reading it. | | Dramatic Play Center, flannel board props to retell familiar stories *Art | | |
| 1.2.1 | Student will answer who, what, where, and when questions after listening to or reading a story. | | Shared Reading, Guided Reading *Social Studies | | Report card assessment tools |
| 1.6.1 | Student will follow two step oral directions to complete a task. | | Daily Routines | | |

# First Grade Reading Curriculum

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.7 c | Student will identify meaning of ending punctuation. | | Shared Reading, Guided Reading, Interactive Writing and Editing | | |
| 1.1.1 | Student will reproduce and manipulate sounds for common letter combinations (i.e. word families, consonant blends and diagraphs). | | Teach spelling patterns. Phonics Library books (one for each student), students highlight letter combinations, add words to class chart | | Report card assessment tools |
| 1.1.4 | Student will obtain information using text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | Shared Reading, Guided Reading, use Big books to introduce *Science *Social Studies | | |
| 1.11.1 | Student will recognize that stories originate in various cultures. | | Read Alouds *Social Studies *Art | | |
| CC | Student will decode two-syllable words following basic patterns by breaking the words into syllables. | | | | |
| 1.7.1 a | Student will identify fiction, nonfiction and poetry | | Shared & Guided Reading | | |

# First Grade Reading Curriculum

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.7 d | Student will distinguish between capital and lower case letters (e.g. sentences and names begin with capitals) | | Shared & Guided Reading, Interactive Writing | | |
| CC | Student will recognize and read grade-appropriate irregularly spelled words and high frequency words. | | Guided & Independent Reading at instructional level, wrod wall | | |
| CC | Student will read words with inflectional endings. | | Guided & Independent | | |
| CC | Student will use frequently occurring affixes as a clue to the meaning of a word. | | | | |
| CC | Student will use sentence-level context as a clue to the meaning of a word or phrase. | | Picture Walk Cuing | | |
| 1.2.3 | Student will make and verify predictions based on information from the story. | | Shared Reading – model "think aloud" | | Report card assessment tools |
| 1.2.2 | Student will generate questions to clarify meaning of the text. | | Shared & Guided Reading, Questioning Strategy | | Report card assessment tools |
| 1.8.1 | Student will identify problem and solution, main characters, and setting (where and when in fiction). | | Shared, Guided, & Independent Reading Story Map | | |

# First Grade Reading Curriculum

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will read on level text orally with accuracy appropriate rate and expression on successive readings. | | Shared & guided reading | | AIMSWEB probe |
| 1.1.6 | Student will self-monitor and self -correct while reading (e.g. recognizing when there is a miss match and using other strategies to correct). | | Cuing & Metacognition strategies | | |
| CC | Student will identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) | | | | |
| CC | Student will use the illustrations and details in a text to describe its key ideas. | | Guided Reading, help students create a web that illustrates main idea and supporting details | | Report card assessment tools |
| CC | Student will identify the reasons an author gives to support points in a text. | | | | |
| CC | Student will distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. | | | | |

# Second Grade Language Arts Curriculum Guide

## First Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Student will write complete sentences with a subject a predicate. | | | | |
| 1.1.3 | Student will write a story or composition with a beginning, middle, and end. | | | | |
| 1.2.1 | Student will produce a variety of forms for specific audiences (e.g., stories, reports, letters, journal entries) | | | | |
| 1.3.1 | Student will write a variety of complete, simple sentences (i.e., statement, question, exclamation) | | | | |
| 1.3.3 | Student will capitalize holidays, product names, and geographic names. | | | | |

# Second Grade Language Arts Curriculum Guide

## Second Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.2 | Student will write and organize thoughts into a topic sentence and two supporting sentences. | | | | |
| 1.3.4 | Student will identify and corrects mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) | | | | |
| 1.3.5 | Student will rewrite handwritten work to improve legibility, if necessary, when producing final drafts. | | | | |
| CC | Student will use commons in greetings and closings of letters. | | | | |
| CC | Student will form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). | | | | |
| CC | Student will use reflexive pronouns (e.g., myself, ourselves) | | | | |

# Second Grade Language Arts Curriculum Guide

## Third Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.2.2 | Student will use expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry) | | | | |
| 1.3.2 | Student will identify and corrects mistakes in spelling (e.g., grade-appropriate, high-frequency words) | | | | |
| CC | Student will consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | | |
| 1.5.1 | Student will list sources or authors and titles of books and other materials when used as references in written work with support. | | 3.B.2.1; 3.C.2.1; 4.B.2.1; 4.B.2; 6.A.1.1; 6.A.2.2; 6.B.2.1; 6.C.2.1; 6.D.2.1 Begin to use a variety of reference materials, with teacher guidance (e.g., map, atlas, encyclopedia, information text). Use electronic media sources to find information. | | |
| CC | Student will use an apostrophe to form contractions and frequently occurring possessives. | | | | |
| CC | Student will form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) | | | | |

# Second Grade Language Arts Curriculum Guide

## Fourth Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will use adjectives and adverbs, and choose between them depending on what is to be modified. | | | | |
| CC | Student will produce, expand, and rearrange complete simple and compound sentences | | | | |
| 1.4.2 | Student will give and receives appropriate feedback about written work. | | | | |

# Second Grade Reading Curriculum

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | Shared & Guided Reading<br>*Science<br>*Social Studies | | |
| 1.1.1 | Student will read regularly spelled two syllable words using decoding skills including knowledge of letter-sound relationships (phonics). | | Shared & Guided Reading | | |
| CC | Student will describe how characters in a story respond to major events and challenges. | | | | |
| 1.7.1 | Student will distinguish between fiction and non-fiction, poetry and prose. | | Guided Reading<br>Genre Characteristic Chart | | |
| CC | Student will compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors of from different cultures. | | | | |
| CC | Student will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | | | |
| CC 1.1.1 | Student will determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) | | | | |

# Second Grade Reading Curriculum

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will use knowledge of the meaning of individual words to predict the meaning of compound words. | | | | |
| CC | Student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional) | | | | |
| 1.1.4 | Student will identify the meaning of new vocabulary. | | *Math<br>*Science<br>*Social Studies | | |
| 1.2.1 | Student will answer questions about information explicitly stated in the text. | | | | |
| CC | Student will use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | Cuing & metacognition strategies | | |
| CC | Student will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | | | |
| CC | Student will in informational text, identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | | | |
| CC | Student will in informational text, compare and contrast the most important points presented by two texts on the same topic. | | | | |

# Second Grade Reading Curriculum

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Student will read regularly spelled two-syllable words using decoding sounds including diphthongs | | Shared & Guided Reading | | |
| CC | Student will use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | Cuing & metacognition strategies | | |
| 1.1.5 | Student will self-monitor and self-correct while reading (e.g. adjusting reading pace, rereading to check meaning, rereading a word and checking that the letter sounds match the word read). | | Cuing & metacognition strategies | | |
| 1.2.3 | Student will make simple inferences. (e.g. predicts logical outcomes) | | Story clues and personal experience "I Can Use Clues" chart | | |
| CC | Student will in informational text, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | | | |
| CC | Student will identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*) | | | | |
| CC | Student will describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | | | | |

# Second Grade Reading Curriculum

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | Shared & Guided reading | | AIMSWEB probe |
| 1.2.4 | Student will draw conclusions based on information presented in the text (e.g. cause and effect, character motivation). | | Use graphic organizer "What's Happening, When" | | |
| 1.6.2 | Student will complete a simple (1-2 step) task by following written directions. | | Model "First, Next, Last, Then" | | |
| CC | Student will distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*) | | | | |
| CC | Student will acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | Shared Reading | | |
| CC | Student will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | | | |
| CC | Student will in informational text identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | |

# 3<sup>rd</sup> Grade Language Arts Curriculum Guide

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will listen without interrupting - listen for understanding | | | | |
| KPBSD | Student will respond appropriately to related topic (e.g., making relevant connections to self) | | | | |
| KPBSD | Student will listen for specific information in spoken text (e.g., plot details or information about character in a short story, read-aloud, other form of media | | | | |
| KPBSD | Student will use active listening skills: personal space, eye contact, and posture; restate | | | | |
| 1.1.1 | Student will identify the subject and predicate in a sentence | | | | |
| CC | Student will form and use possessives | | | | |
| KPBSD | Student will use interjections correctly | | | | |
| 1.1.1, 1.3.1 | Student will produce simple, compound, and complex sentences | | | | |
| KPBSD | Student will use prewriting strategies, with teacher direction (e.g., brainstorming, discussion, webbing, picture, story maps) | | | | |
| 1.3.4(L) | Student will rewriting handwritten work to improve legibility if necessary, when producing final drafts | | | | |

# 3<sup>rd</sup> Grade Language Arts Curriculum Guide

**Second Quarter**

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will follow multi-step oral directions | | | | |
| KPBSD | Student will recognize and respond to questions and comments (e.g., give reasons in support of opinions, respond to others' ideas | | | | |
| KPBSD | Student will substitute correct pronouns for nouns | | | | |
| CC | Student will form and use regular and irregular verbs | | | | |
| CC | Student will form and use past, present, and future verb tenses (e.g., I walked; I walk; I will walk). | | | | |
| CC | Student will form and use singular and plural nouns, both regular and irregular forms | | | | |
| CC | Student will form and use comparative and superlative adjectives (e.g., more/most, bigger/biggest). | | | | |
| CC | Student will form and use comparative and superlative adverbs (e.g., *more/most, faster/fastest*). | | | | |
| CC | Student will explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences | | | | |
| CC | Student will use commas and quotation marks in dialogue | | | | |
| 1.1.2 | Student will write a paragraph on a single topic with two or more supporting details | | | | |

# 3rd Grade Language Arts Curriculum Guide

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.3.3 | Student will identify and/or correct mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) | | | | |
| 1.3.2 | Student will identify and/or correct mistakes in spelling (e.g., grade-appropriate, high frequency words) | | | | |
| CC | Student will use coordinating (e.g., and, but, for, or, so, nor, yet) and subordinating conjunctions (e.g., as, because, in order that, since, so that). | | | | |
| CC | Student will spell common prefixes and suffixes (e.g., -ing, -ed, -es, ness, -ful, -er, un-, re-, pre-, dis-, etc.) | | | | |
| CC | Student will consult reference materials as needed | | | | |
| CC | Student will write a variety of non-fiction forms using appropriate information and structure (i.e., personal letters, opinion pieces, informative and explanatory texts) | | | | |
| 1.1.3(L) | Student will write a short story or composition with a beginning, middle, and end | | | | |
| KPBSD | Student will incorporate margins | | | | |
| 1.2.2(L) | Student will use expressive language when responding to literature or producing text (e.g., journals, pictures supported by text or poetry | | | | |

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.4.1 | Student will rearrange and/or add supporting details to improve clarity | | | | |

# 3rd Grade Language Arts Curriculum Guide

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will use appropriate voice, phrasing, and intonation in different situations (e.g., tone, volume, rate, articulation, enunciation) | | | | |
| KPBSD | Student will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace | | 1.B.5.1; 2.B.5.1; 3.B.5.1; 3.C.5.2; 6.A.5.2; 6. B.5.1 Incorporate technology into presentation. Seek a variety of sources of information to answer questions. Select and use an appropriate encyclopedia. Use electronic media sources to find information. | | |
| KPBSD | Student will incorporate appropriate body language into presentation (e.g., posture, eye contact, movement, gestures | | | | |
| 1.4.2(L) | Student will give/receive appropriate feedback about written work | | | | |
| KPBSD | Student will demonstrate correct printing and form cursive letters *Place letters on a baseline *Follow the writing guidelines of various styles of paper(single or double line | | | | |
| CC | Student will use abstract nouns (e.g., childhood) | | | | |
| CC | Student will use reciprocal pronouns correctly (each other, one another) | | | | |
| 1.2.1(L) | Student will choose the appropriate | | | | |

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| | organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems). | | | | |
| 1.4.2(L) | Student will give/receive appropriate feedback about written work. | | | | |

# Third Grade Reading Curriculum

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.2 | Student will read high frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Miss. | | Word Wall<br>Guided Reading | | |
| 1.1.5 | Student will self-monitor and self-correct while reading (e.g. sounding words out, adjusting reading pace). | | Guided Reading<br>Independent Reading | | |
| 1.2.1 CC | Student will locate information explicitly stated in narrative and informational text to answer literal -comprehension questions. | | Graphic Organizer<br>"SQRR"<br>Survey- what is text about?<br>Question- write questions<br>Read- to find answer<br>Review- information | | |
| CC | Student will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | | | | |
| CC | Student will in informational text determine the main idea of a text; recount the key details and explain how they support the main idea. | | | | |
| CC | Student will use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | | | |
| 1.6.2 | Student will identify the sequence of steps in simple directions. | | | | |

# Third Grade Reading Curriculum

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.1.1 | Students will use decoding skills to read regularly spelled multisyllabic words (3 syllable) using word structure (root or base word). | | Model how to identify base word by covering up prefixes & suffixes using Think Aloud | | |
| CC | Student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*) | | | | |
| 1.1.1 | Student will use decoding skills to read multisyllabic words using language structure (word order, grammar). | | Phonics Decoding Strategy – Does it make sense? | | |
| 1.1.4 CC | Student will identify words by using context clues (e.g. "canoe" in a story about fishing). | | Use prior knowledge & picture cues to determine if decoded word makes sense | | |
| CC | Student will determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless) | | | | |
| 1.11.1 | Student will identify cultural influences in texts (e.g., dialects, customs, and traditions). | | Read Alouds, Guided & Independent Reading | | |
| CC | Student will identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) | | | | |
| CC | Student will use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) | | | | |

# Third Grade Reading Curriculum

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 1.3.1 | Student will read orally with rhythm flow and expression showing understanding of punctuation and other conventions of print. | | Guided Reading | | |
| 1.2.4 | Student will draw conclusions based on information presented in the text (e.g., cause and effect, character motivation). | | Reflection questions – What happens?(effect) Why? (cause) | | |
| CC | Student will explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) | | | | |
| CC | Student will describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | | | |
| CC | Student will in information text compare and contrast the most important points and key details presented in two texts on the same topic. | | | | |
| CC | Student will distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*) | | | | |

# Third Grade Reading Curriculum

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered)* | | | | |
| CC | Students will read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | Guided Reading, Independent Reading | | Aimsweb probe |
| CC | Student will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) | | | | |
| CC | Student will in informational text distinguish their own point of view from that of the author of a text. | | | | |
| CC | Student will distinguish their own point of view from that of the narrator or those of the characters. | | | | |
| CC | Student will refer to parts of the stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections | | | | |

# 4th Grade Language Arts Curriculum Guide

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will follow multi-step oral directions | | | | |
| KPBSD | Student will demonstrate appropriate listening behaviors in a variety of situations | | | | |
| KPBSD | Student will use active listening skills and strategies: (paraphrase) for a variety of purposes | | | | |
| KPBSD | Student will respond appropriately to related topic (e.g., making relevant connections to self and text | | | | |
| KPBSD | Student will write letters and numbers legibly in cursive or print form *Place letters on a baseline *Follow the writing guidelines of various styles of paper(single line | | | | |
| 2.6.1(L) | Student will look up spelling or definitions of words in dictionaries | | 6.A.5.2; 6.B.5.1 Use dictionaries, including electronic resources | | |
| KPBSD | Student will listen for specific information in spoken text, as demonstrated by retelling stories, reporting events in proper sequence, and paraphrasing | | | | |
| 2.3.1 | Student will produce complete sentences, recognizing and correcting inappropriate fragments and run-ons | | | | |
| 2.3.4 (L) | Student will identify and/or correct usage mistakes in subject/verb agreement | | | | |

# 4th Grade Language Arts Curriculum Guide

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will recognize and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas | | | | |
| KPBSD | Student will use appropriate voice, phrasing, and intonation in different situations (e.g., tone, volume, rate, articulation, enunciation) | | | | |
| KPBSD | Student will incorporate appropriate body basics (e.g., posture,  eye contact, movement, gestures) while giving presentations | | | | |
| 2.3.3 | Student will identify and/or correct mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series), and capitalization (i.e., book titles, beginnings of sentences, and proper nouns) | | | | |
| 2.6.1-.2(L) | Student will consult reference materials as needed, such as, a thesaurus to find synonyms for common words | | 6.A.5.2,6.B.5.1 Use electronic resources | | |
| CC | Student will personalize the writing by considering audience and purpose | | | | |
| 2.1.3(L) | Student will write a story or composition with a beginning and middle and ending with a concluding statement. | | | | |
| 2.2.3(L) | Student will use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, or lyrics) | | | | |

# 4th Grade Language Arts Curriculum Guide

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; clearly speak at an understandable pace | | | | |
| KPBSD | Student will underline titles of books, magazines, and newspapers | | | | |
| 2.3.2(L) | Student will spell fourth grade high frequency words correctly | | | | |
| CC | Student will spell and use homophones (e.g., two, to, too, there, they're, their) | | | | |
| CC | Student will use modal auxiliaries (e.g., can, may, must) to convey various conditions | | | | |
| KPBSD | Student will determine genre and use pre-writing strategies (e.g., brainstorming, discussion, graphic organizers) to select topic and collect and organize details | | | | |
| 2.1.1+ | Student will write 3 paragraphs that maintain a focused idea and includes details that support the main idea | | | | |
| 2.4.1 | Student will rearrange and/or add details to improve focus and to support main ideas | | | | |
| CC | Student will incorporate precise language and vivid descriptions | | | | |
| 2.5.1(L) | Student will give credit for others' information by citing title and source (e.g., author, storyteller, translator, songwriter, or | | | | |

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| | artist). | | | | |

# 4<sup>th</sup> Grade Language Arts Curriculum Guide

**Fourth Quarter**

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.4.2(L) | Student will give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) | | | | |
| CC | Student will use interrogative, relative pronouns (who, whose, whom, which, what). | | | | |
| KPBSD | Student will use correct antecedents with personal pronouns | | | | |
| CC | Student will order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). | | | | |
| CC | Student will form and use prepositional phrases | | | | |
| 2.2.1 | Student will write an understandable story that incorporates setting, character, problem, and solution | | | | |
| 2.2.2 CC | Student will write a variety of non-fiction forms using appropriate information and structure (i.e., personal letters, descriptions, observations, opinion pieces, informative and explanatory texts, or reports) | | 1.B.5.1, 2.B.5.1; 3.B.5.1; 3.C.5.2; 6.A.5.2; 6.B.5.1 Incorporate technology into presentation. Select and use an appropriate encyclopedia. Use electronic library to find resources. Use key words and/or phrases to search the Internet. Copy picture & text and paste into the document w/website URL(s). Navigate a variety | | |

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| | | | of websites using teacher-created and self-selected bookmarks to find information. Use a word processor. | | |

# Fourth Grade Reading Curriculum

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will read context to confirm or self-correct word recognition and understanding, rereading as necessary. | | Guided Reading | | |
| 2.1.4 CC | Student will identifies relationships among words by categorizing (e.g., synonyms, antonyms, homophones, homographs) | | Create classification chart students can add words to as they read text | | |
| 2.1.3 | Student will obtain information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings). | | Create K-W-L chart *Math *Science *Social Studies | | |
| 2.2.4 | Student will draw conclusions based on information presented in text (e.g., cause and effect, character motivation). | | "Adding Up the Details" Chart | | |
| 2.6.1 | Student will complete a simple task by following written multi-step directions (e.g. recipe). | | Small groups use written directions to play game | | |
| 2.6.2 | Student will identify the sequence of steps in multi-step directions. | | "First, Then, Finally" Students write out and number the steps on a separate piece of paper | | |
| CC | Student will describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) | | | | |

# Fourth Grade Reading Curriculum

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.1.2 CC | Student will use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | Guided Reading – model decoding strategies | | |
| CC | Student will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | | | |
| CC | Student will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph ,autograph*) | | | | |
| CC | Student will determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | | |
| 2.5.2 CC | Student will locate information in narrative and informational text to answer questions related to main ideas or key details. | | Create K-W-L Chart<br>*Math<br>*Science<br>*Social Studies | | |
| 2.8.1 | Student will identify or describe in fiction: Plot (e.g., main conflict or problem, and sequence of events) Settings (e.g., how they affect the characters or plot) Characters (e.g., physical characteristics, personality traits, motivation). | | Story Map | | |
| 2.2.1 | Student will locate information explicitly | | Use K-W-L Chart to answer questions | | |

| | stated in narrative and information text to answer literal comprehension questions. | | | | |
|---|---|---|---|---|---|

# Fourth Grade Reading Curriculum

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.2.3 | Student will make simple inferences (e.g., predict logical outcomes, deduce missing information such as where a story takes place, if not directly stated). | | Practice using details making generaliza-tions about text | | |
| 2.9.1 CC | Student will in informational text explain how an author uses reasons and evidence to support particular points in a text. | | | | |
| 2.9.2 | Student will express own opinion about material read and support opinion with evidence from text. | | Complete fact opinion graphic organizer | | |
| 2.10.1 | Student will identify author's message, them or purpose, stated or implied (e.g., helping others brings great rewards). | | Author's Purpose Chart | | |
| 2.10.2 | Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts. | | Literature Circles | | |
| 2.11.2 | Student will identify common ideas, events, and situation in multi-cultural readings (e.g., trickster tales about Raven). | | Read Alouds, Guided Reading, Independent Reading | | |
| CC | Student will in informational text, compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | | | |

# Fourth Grade Reading Curriculum

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | Guided Reading, Independent Reading | | Aimsweb |
| CC | Student will compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | | | | |
| 2.7.1 CC | Student will identify the four major genre of fiction: short-story, drama (play), novel, and poetry. | | Work in small groups to read and list characteristics of the four major genres | | |
| 2.7.3 CC | Student will identify the use of literary elements and devices (i.e., dialogue, rhyme, alliteration, and simile). | | Guided Reading | | |
| 2.8.2 | Student will compare and contrast plots, settings, and characters in different stories across a variety of works by a variety of authors. | | Guided Reading, Independent Reading, Venn Diagram | | |
| 2.11.1 CC | Student will compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | Guided & Independent Reading *Social Studies | | |

# 5th Grade Language Arts Curriculum Guide

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will follow multi-step oral directions | | | | |
| KPBSD | Student will demonstrate appropriate listening behaviors in a variety of situations | | | | |
| KPBSD | Student will use active listening strategies to comprehend oral information | | | | |
| KPBSD | Student will respond appropriately to related topic (e.g., making relevant connections to self, text, and world.) | | | | |
| KPBSD | Student will recall and relate content presented orally to prior knowledge (activate schema) | | | | |
| KPBSD | Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas | | | | |
| KPBSD | Student will write legibly in cursive or print form | | | | |
| 2.6.1(L) | Student will consult reference materials as needed, such as, looking up spelling or definitions of words in dictionaries, or correct misspellings using software programs, and using a thesaurus to find synonyms for common words. | | 6.A.5.1; 6.A.5.2 Look up spelling or definitions of words in dictionaries, or correct misspellings using software programs | | |
| 2.1.2(L) | Student will use paragraph form; indents or uses paragraph breaks | | | | |
| 2.1.4 | Student will write a concluding statement | | | | |
| 2.3.4(L) | Student will identify plural possessive nouns (e.g., the dogs' bones or the children's toys | | | | |
| CC | Student will use underlining, quotation marks, | | | | |

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| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| | or italics to indicate titles of works | | | | |

# 5th Grade Language Arts Curriculum Guide

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will incorporate appropriate body basics (e.g., posture, eye contact, movement, gestures) while giving presentations | | | | |
| KPBSD | Student will use appropriate voice, phrasing, and intonation in different situations (e.g., tone, volume, rate, articulation, enunciation) | | | | |
| 2.3.3 | Student will use commas to separate an introductory element from the rest of the sentence, to set off the words "yes" and "no" (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | | | | |
| 2.3.3 | Student will identify and/or correct mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series), and capitalization | | | | |
| CC | Student will personalize the writing by considering audience and purpose | | | | |
| 2.2.3(L) | Student will use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays, or lyrics) | | | | |
| KPBSD | Student will determine genre and use pre-writing strategies (e.g., brainstorming, discussion, graphic organizers) to select topic and collect and organize details | | | | |
| 2.2.2 CC | Student will write a variety of non-fiction forms using appropriate information and | | 6.A.5.2; 6.B.5.1 Seek a variety of sources of information to answer | | |

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| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| | structure (i.e., step- by-step directions, descriptions, observations, opinion pieces, informative and explanatory texts or reports.) | | questions, Use electronic library to find resources | | |

# 5th Grade Language Arts Curriculum Guide

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.3.4(L) | Student will identify and/or correct mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives). | | | | |
| 2.3.2 | Student will identify and/or correct mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions) | | | | |
| CC | Student will form and use the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*). | | | | |
| CC | Student will use verb tense to convey various times, sequences, states, and conditions | | | | |
| CC | Student will recognize inappropriate shifts in verb tense | | | | |
| CC | Student will use correlative conjunctions (e.g., either/or, neither/nor). | | | | |
| CC | Student will explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences | | | | |
| 2.3.1(L) | Student will vary the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing | | | | |
| 2.1.1+ | Student will write a composition with an introductory paragraph, body and conclusion that maintains a focused idea and supporting details in all paragraphs | | | | |

| 2.1.3(L) | Student will organize ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words and phrases that reveal order or chronology) | | | | |
|---|---|---|---|---|---|
| 2.4.1 | Student will rearrange and/or add details to improve focus, to support main ideas, and to make sequence clear | | | | |
| CC | Student will incorporate precise language and vivid descriptions | | | | |

# 5th Grade Language Arts Curriculum Guide

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.4.2(L) | Student will give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) | | | | |
| 2.2.1 | Student will write an understandable story that incorporates setting, character, and basic plot. | | | | |
| KPBSD | Student will report on a topic or text, or present opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; clearly speak at an understandable pace | | 1.B.5.1; 2.B.5.1; 3.B.5.1; 6.A.5.2; 6.B.5.1; 3.C.5.2 Incorporate technology into presentation. Select and use an appropriate encyclopedia. Use key words and/or phases to search the Internet. Copy picture & text and paste into the document w/website URL(s). Navigate a variety of web sites using self-selected book marks to find information. Use a word processor. | | |

# Fifth Grade Reading Curriculum

## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | | | | |
| 2.1.4 CC | Student will use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | |
| 2.1.3 | Student will obtain information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings). | | Model use of graphic aids to scan for information<br>*Math, *Science,<br>*Social Studies | | |
| 2.1.5 CC | Student will read context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | |
| CC | Student will quote accurately from literature and informational text when explaining what the text says explicitly and when drawing inferences from the text. | | | | |
| 2.6.1 | Student will complete a simple task by following written multi-step directions (e.g. origami). | | Reread to clarify | | |
| 2.6.2 | Student will identify the sequence of steps in multi-step directions. | | Work in pairs to write directions for a familiar activity | | |

# Fifth Grade Reading Curriculum

## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.5.1 | Student will identify the main idea or central concept in various types of texts. | | Reread to clarify<br>*Science<br>*Social Studies | | |
| CC | Student will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis) | | | | |
| CC | Student will determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | | | | |
| 2.5.2 | Student will locate information in narrative and informational text to answer questions related to main ideas or key details. | | K-W-L<br>*Math<br>*Science | | |
| 2.5.3 | Student will identify or describe related experiences and events to support understanding of a main idea (e.g., What event in history is similar to this one?). | | Compare/Contrast | | |
| 2.8.1 | Student will identify or describe in fiction: Plot (e.g., main conflict or problem, sequence of events, resolution) Settings (e.g., how they affect the characters or plot) Characters (e.g, physical characteristics, personality traits, motivation) | | Story Map | | |
| CC | Student will describe how a narrator's or speaker's point of view influences how events are described. | | | | |

# Fifth Grade Reading Curriculum

## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 2.9.1 | Student will distinguish fact from opinion in text. | | Question whether idea can be proven or if based on personal belief or feeling | | |
| 2.9.2 | Student will express own opinion about material read and support opinion with evidence from text. | | Evaluate evidence from text, literacy circle discussion | | |
| 2.10.2 | Student will identify themes in texts and make relevant connections to personal experiences, experiences of others, or other texts. | | | | |
| 2.11.2 | Student will identify common ideas, events, and situation in multi-cultural readings (e.g., trickster tales about Anansi the Spider and Coyote). | | Read Alouds<br>Guided Reading<br>Independent Reading<br>*Social Studies | | |
| CC | Student will explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. | | Evaluate, clarify, summarize | | |
| CC | Student will recognize and explain the meaning of common idioms, adages, and proverbs. | | | | |
| CC | Student will in information text analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | | | |

# Fifth Grade Reading Curriculum

## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | Guided Reading | | Aimsweb |
| 2.7.1 | Student will identify and explain the characteristics of the four major genres of fiction:  short story, drama (play), novel, and poetry. | | Small group work to read and list characteristics of four major genres | | |
| 2.7.3 CC | Student will interpret figurative language, including similes and metaphors, in context. | | Guided Reading Cooperative Group | | |
| 2.8.2 CC | Student will compare and contrast plots, settings, and characters in different stories across a variety of works, including historical, scientific, or technical text, by a variety of authors. | | Guided Reading Independent Reading Venn Diagram | | |
| CC | Student will compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | | |
| 2.11.1 | Student will identify cultural influences in texts (e.g., dialects, customs, traditions, geography). | | | | |

# 6th Grade Language Arts Curriculum Guide
## First Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will follow multi-step oral directions. | | | | |
| KPBSD | Student will ask appropriate questions to seek elaboration and clarification of ideas. | | | | |
| KPBSD | Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas. | | | | |
| KPBSD | Student will develop active listening strategies to comprehend oral information. | | | | |
| 2.6.1 | Student will look up spelling or definitions of words in dictionaries, or correct misspellings using software programs, including choosing the correct spelling option among several choices (L) | | | | |
| KPBSD | Use pre-writing strategies to select topic and collect and organize detail | | | | |
| CC | Student will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion. | | | | |
| 2.3.1 | Student will vary the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing | | | | |

# 6<sup>th</sup> Grade Language Arts Curriculum Guide
## Second Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/Possible Integration | Resources and Text | Assessment |
|---|---|---|---|---|---|
| 2.2.1 | Student will write a narrative using story elements and literary devices (e.g. dialog, descriptive, details) | | | | |
| 2.3.3 | Student will identify and/or correct mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series), and capitalization | | | | |
| 2.4.3 | Student will combine sentences for fluency selecting precise, descriptive word to improve the quality and effectiveness of writing | | | | |
| 2.1.1 | Student will write a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea, and including supporting details | | | | |
| KPBSD | Use descriptive adjectives and adverbs, vivid verbs, and precise nouns to increase clarity. | | | | |
| 2.6.3 | Student will use a word processor's formatting features to produce a final draft | | | | |
| 2.1.2 | Student will use paragraph form: indent or use paragraph breaks, and place paragraph breaks appropriately (L) | | | | |
| 2.3.2 | Student will identify and/or correct mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions) | | | | |
| 2.2.2 | Student write in a variety of non-fiction forms using appropriate information and formal structure (i.e., step-by-step directions, descriptions, observations, or report writing) | | | | |

# 6<sup>th</sup> Grade Language Arts Curriculum Guide
## Third Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text | Assessment |
|---|---|---|---|---|---|
| KPBSD | Student will use appropriate:<br>Voice<br>Phrasing (e.g. rate)<br>Intonation | | | | |
| 2.1.3 | Student will organize and sequence ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words and phrases that reveal order or chronology, comparison/contrast) (L) | | | | |
| 2.4.1 | Student will rearrange and/or add details to improve focus and to support main ideas, to clarify topic sentence, and to make sequence clear | | | | |
| 2.6.2 | Student will use a thesaurus to find synonyms for common words (L) | | | | |
| 2.3.4 | Student will identify and/or correct mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns) | | | | |
| 2.2.3 | Student will use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays/drama or lyrics) (L) | | | | |

# 6th Grade Language Arts Curriculum Guide
## Fourth Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text | Assessment |
|---|---|---|---|---|---|
| 2.2.3 | Student will use expressive language when responding to literature or producing text (e.g., writer's notebook, memoirs, poetry, plays/drama or lyrics) (L) | | | | |
| KPBSD | Student will plan and deliver an informative/explanatory presentation that: develops a topic, with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provide a strong conclusion. | | | | |
| KPBSD | Student will incorporate body basics to accentuate main idea:<br> Posture<br>eye contact<br>movement gestures<br>use multi-media to enhance presentation<br>Use notes/outline in presentations<br>Stay on topic | | | | |
| KPBSD | Student will incorporate effective attention-grabbing opener: use strong lead to grab audience's attention | | | | |
| 2.2.4 | Student will introduce the use of diagrams, charts, or illustrations with captions/labels in research projects (L) | | | | |
| 2.4.2 | Student will give/receive appropriate feedback and use established criteria to review own and others' written work (e.g., peer conferences, | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | checklists, scoring guides, or rubrics) (L) | | | | |
| KPBSD | Formulated questions to guide research refocusing the inquiry when appropriate. | | | | |
| KPBSD | Distinguish between relevant and irrelevant information. | | | | |
| KPBSD | Draw evidence form literary of informational texts to support analysis, reflection, and research. | | | | |
| 2.5.1 | Student will give credit for others' ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter, or artist) (L) | | | | |
| KPBSD | Utilize note-taking strategies; words, phrases, fragments, paraphrasing. | | | | |

# 7<sup>th</sup> Grade Language Arts Curriculum Guide
## First Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will follow multi-step oral directions. | | | | |
| KPBSD | Student will ask appropriate questions to seek elaboration and clarification of ideas. | | | | |
| KPBSD | Student will develop active listening strategies to comprehend oral information. | | | | |
| KPBSD | Use pre-writing strategies to select topic and collect and organize details | | | | |
| 3.6.2 | Student will use a thesaurus to locate and choose effective synonyms for common words (L) | | | | |
| CC | Student will use a common to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old* [,] green shirt). | | | | |
| KPBSD | Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas. | | | | |
| CC | Student will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion. | | | | |
| 3.2.1 | Student will write a narrative using setting and character to advance the plot | | | | |
| 3.1.2 | Student will write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement | | | | |

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| 3.1.3 | Student will organize ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases | | | | |
| 3.2.2 | Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe with at least one piece formal | | | | |
| 3.2.3 | Student will use expressive language when producing or responding to texts (e.g., poetry, drama, journals, editorials, and/or newsletters (L) | | | | |

# 7th Grade Language Arts Curriculum Guide
## Second Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas. | | | | |
| 3.2.1 | Student will write a narrative using setting and character to advance the plot | | | | |
| 3.1.2 | Student will write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement | | | | |
| 3.1.3 | Student will organize ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases | | | | |
| KPBSD | Student will use appropriate: Voice<br>Phrasing (e.g. rate)<br>Intonation | | | | |
| 3.4.3 | Student will combine sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing | | | | |
| 3.1.1 | Student will write a thesis statement that identifies the focus of controlling idea for the entire composition 3.1.1 *May include a lead or hook* | | | | |
| 3.4.1 | Student will rearrange details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, creating a logically | | | | |

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| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| | consistent story line) | | | | |
| 3.3.2 | Student will apply rules or spelling (e.g., homophones, irregular plurals, and contractions) | | | | |
| 3.6.1 | Student will correct misspellings using available software programs, including choosing the correct spelling option among several choices (L) | | | | |
| 3.6.3 | Student will use formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L) | | | | |
| 3.4.6 | Student will use resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor)* (L) | | | | |
| 3.3.3 | Student will apply rules of punctuation (i.e., commas, quotation marks, and apostrophes) *Semicolon, transitions* | | | | |

# 7th Grade Language Arts Curriculum Guide
## Third Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will incorporate body basics to accentuate main idea: posture | | | | |
| KPBSD | Student will formulate questions to guide research generating additional related, focused questions for research and investigation. | | | | |
| KPBSD | Student will identify multiple sources of information to answer questions. | | | | |
| 3.3.1 | Student will vary beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing | | | | |
| 3.1.4 | Student will write a conclusion that supports the thesis or summarizes the main ideas | | | | |
| 3.4.2 | Student will give/receive appropriate feedback and evaluate writing based on established criteria (e.g., self-created *or teacher created* checklists, peer conference formats, scoring guides or rubrics) (L) | | | | |
| 3.3.5 | Student will apply rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure) | | | | |
| 3.4.4 | Student will clarify thesis statement and/or topic sentence and adding details to support main ideas, if needed | | | | |
| 3.2.2 | Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe with at least one piece formal | | | | |

# 7<sup>th</sup> Grade Language Arts Curriculum Guide
## Fourth Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will plan and deliver an informative/explanatory presentation that: develops a topic, with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provide a strong conclusion. | | | | |
| 3.4.5 | Student will use appropriate voice for intended audience (e.g., humorous, informal, formal, or technical) | | | | |
| KPBSD | Student will distinguish between relevant and irrelevant information. | | | | |
| KPBSD | Student will draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| KPBSD | Student will utilize note-taking strategies, words, phrases, fragments, paraphrasing. | | | | |
| KPBSD | Student will organize information using outlining, graphic, organizers, note cards, or visuals. | | | | |
| 3.5.1 | Student will give credit for others' ideas, images and multimedia information by citing sources, including author, title and publishing information (using simplified MLA or APA style) (*Understand plagiarism and ramifications*) | | | | |

# 8th Grade Language Arts Curriculum Guide
## First Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Follow multi-step oral directions. | | | | |
| KPBSD | Ask appropriate questions to seek elaboration and clarification of ideas. | | | | |
| KPBSD | Student will acknowledge and respond to questions and comments, as demonstrated by giving reasons in support of opinions and responding to others' ideas. | | | | |
| KPBSD | Student will develop active listening strategies to comprehend oral information. | | | | |
| KPBSD | Student will use appropriate: Voice Phrasing (e.g. rate) Intonation | | | | |
| 3.2.1 | Student will write a narrative using elements of fiction (e.g., setting, character, conflict and resolution, dialogue, sensory details) to advance the plot. | | | | |
| KPBSD | Use pre-writing strategies to select topic and collect and organize details. | | | | |
| 3.3.4 | Student will apply rules of capitalization (e.g., titles and proper nouns) | | | | |
| 3.6.1 | Student will correct misspellings using available software programs, including choosing the correct spelling option among several choices (L) | | | | |
| 3.4.6 | Student will us resources throughout the writing process (e.g., dictionary, thesaurus, peer | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | conference, scoring guide, rubric, word processor)* (L) | | | | |
| CC | Student will come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion. | | | | |
| 3.3.5 | Student will apply rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)* | | | | |
| 3.2.2 | Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade practicing formal structure | | | | |

# 8th Grade Language Arts Curriculum Guide
## Second Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| CC | Student will form and use verbs in the indicative, interrogative, conditional, and subjunctive mood. | | | | |
| CC | Student will use punctuation (comma, ellipsis, dash) to indicate a pause or break. | | | | |
| CC | Student will use an ellipsis to indicate omission. | | | | |
| KPBSD | Student will plan and deliver an informative/explanatory presentation that: develops a topic, with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provide a strong conclusion. | | | | |
| KPBSD | Student will incorporate body basics to accentuate main idea: posture<br>eye contact<br>movement gestures<br>use multi-media to enhance presentation<br>Use notes/outline in presentations<br>Stay on topic | | | | |
| 3.1.1 | Student will incorporate the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph 3.1.1 *May include a lead or hook* | | | | |
| 3.1.3 | Student will organize ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | composition with a variety of transitional words and phrases | | | | |
| 3.4.1 | Student will rearrange details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line) | | | | |
| 3.3.3 | Student will apply rules of punctuation (i.e., commas, quotation marks, and apostrophes, parentheses, and colons) 3.3.3 *Semicolon, transitions* | | | | |
| 3.6.3 | Student will select and use formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L) | | | | |

# 8th Grade Language Arts Curriculum Guide
## Third Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| KPBSD | Student will formulate questions to guide research generating additional related, focused questions that allow for multiple avenues of exploration. | | | | |
| KPBSD | Student will identify multiple sources of information to answer questions. | | | | |
| 3.1.2 | Student will write in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement. | | | | |
| 3.1.4 | Student will write a *strong* concluding paragraph (e.g., restating the thesis and summarizing the main point). | | | | |
| 3.4.5 | Student will use appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)* | | | | |
| KPBSD | Student will distinguish between relevant and irrelevant information. | | | | |
| KPBSD | Student will draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| 3.5.1 | Student will give credit for others' ideas, images and multimedia information including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title publishing information and page number (using simplified MLA or APA style) (L) 3.5.1*Understand plagiarism and ramifications* | | | | |

# 8th Grade Language Arts Curriculum Guide
## Fourth Quarter

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Assessments |
|---|---|---|---|---|---|
| 3.2.2 | Student will write in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade practicing formal structure | | | | |
| CC | Student will form and use active and passive voice. | | | | |
| CC | Student will form and use verbs in the indicative, interrogative, conditional, and subjunctive mood). | | | | |
| CC | Student will with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | | | | |

# 8th Grade Reading Curriculum
## First Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| CC | Student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). | | | | |
| CC | Students will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | | | | |
| 3.1.3 | Student will identify complex relationships among words and analogies. | | | | |
| 3.1.4 | Student will determine the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., angry, vexed, segmented, segregation) | | | | |
| 3.1.5 | Student will self-monitor and self-correct while reading (e.g. rereading,, adjusting reading pace, sub-vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.) (L) | | | | |
| CC | Student will cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | | | |

| 3.9.1 | Student will locate evidence within the text to make connections to an author's message, theme, or purpose. | | | | |
|---|---|---|---|---|---|
| 3.5.2 | Student will identify the sequence of steps in a list of directions. | | | | |
| 3.6.2 | Student will identify and analyze the use of literary devices appropriate to genre (e.g., dialogue, foreshadowing, and time sequence). | | | | |

# 8th Grade Reading Curriculum
## Second Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 3.1.2 | Student will determine meanings of unfamiliar words in context using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g., dictionaries, glossaries, and thesauruses) | | 6.A.8.2 Use a variety of technology interfaces and operating systems. | | |
| 3.1.3 | Student will identify complex relationships among words including synonyms, antonyms, homonyms/ homophones. | | | | |
| 3.3.3 | Student will connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas). (L) | | | | |
| CC | Student will determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | | | | |
| 3.7.2 | Student will compare and contrast literary elements and devices in a variety of works by a variety of authors. | | | | |
| 3.7.3 | Student will analyze and evaluate the importance to the story of plot, setting, character, point of view, and theme. | | | | |
| 3.8.2 | Student will identify and analyze author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence. | | 5.A.8.1 Model legal and ethical behaviors when using | | |

| | | | information and technology including properly selecting, advocating for, acquiring, and citing resources. | | |
|---|---|---|---|---|---|

# 8<sup>th</sup> Grade Reading Curriculum
## Third Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 3.1.2 | Student will determine meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g., carpe diem). | | | | |
| 3.1.3 | Student will identify complex relationships among words including shades of meaning. (L) | | | | |
| CC | Student will analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | | | | |
| 3.4.4 | Student will explain connections among main ideas/concepts (text to world). (L) | | | | |
| 3.6.1 | Student will identify and analyze the characteristics and the effect on the reader of poetry. | | | | |
| 3.6.2 | Student will identify and analyze the use of literary devices appropriate to genre (e.g., simile, metaphor, personification, imagery, idioms, and repetition). | | | | |
| 3.10.1 | Student will compare and contrast cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., individual/family community identity formation). (L) | | | | |

| KPBSD | Student will analyze how an informational text uses structure to emphasize key points or advance an explanation or analysis. | | | | |
|---|---|---|---|---|---|
| 3.9.3 | Student will relate themes to personal experiences, experiences of others, prior knowledge, and the broader world of ideas. (L) | | | | |

# 8<sup>th</sup> Grade Reading Curriculum
## Fourth Quarter

| Standard | Essential Skill | Sequence & Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Assessment |
|---|---|---|---|---|---|
| 3.6.1 | Student will identify and analyze the characteristics and the effect on the reader of drama. | | | | |
| CC | Student will analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | | | | |
| 3.8.1 | Student will evaluate bias/propaganda in text and other media by citing textual evidence. | | 3.B.8.2 Use digital tools to document sources appropriately. | | |
| CC | Student will delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | | | | |
| CC | Student will evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | | | | |

# 9th Grade Language Arts Curriculum Guide
## Student Learning Goal

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist./State Assessments |
|---|---|---|---|---|---|
| [KPBSD Performance Standard] Using the writing process to brainstorm, organize and improve effective writing (L) | Pre-write Draft Revise Edit Present | Required for every formal writing assignment | Students will use the writing process and teachers/students will assess formal writing using analytic writing rubrics | | |
| 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation Introduction | Thesis Statement as focus or controlling idea Introductory Paragraph | Required for every formal and non-fiction essay assignment | Students will integrate a focused thesis statement into an introductory paragraph as part of a 3-5 paragraph essay. | | |
| 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically | Relevant details Supporting evidence Topic Sentence Paragraph format and organization 3-5 paragraph essay | Required for every formal and non-fiction essay assignment | Students will write a multi-paragraph composition with a clear thesis statement, main idea, logically organized paragraphs, relevant details, and supporting evidence.<br><br>3-5 paragraphs | | |

| | | | | | |
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| within the paragraph, placing paragraph breaks logically Body Paragraphs | | | | | |
| 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition, using a variety of transitional words and phrases Overall Structure | Logical organization of ideas Transitional words and phrases  Chronology  Compare/contrast  Cause/effect | Appropriate organizational technique is required for every formal and non-fiction essay assignment | Students will use a rubric/structure to maintain composition unity.  Students will use of a variety of transitional words and phrases to link ideas within and between paragraphs.  Students will logically organize their ideas using appropriate organizational techniques of chronology, comparison/contrast and/or cause/effect  to advance their arguments and unify their compositions. | | |
| 4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements Conclusion | Conclusion | Required for every formal and non-fiction essay assignment | Students write a concluding paragraph at the end of a composition that effectively sums up the ideas in the composition, writes a final, appropriate message about the thesis, and connects conclusion to introduction without adding new information. | | |
| 4.2.1 Writing a narrative (L) Narrative Writing | Narrative writing forms | Q1 | Students will write using personal experiences to support their main point. | | |

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| | | | The list could include, but is not limited to, the following forms:<br>  Personal letters<br>  Personal essays<br>  Literary reflection<br>  Autobiographies<br>  Journal or diary entries<br>  Reflective writings<br>  Memoir | | |
| 4.2.2 Writing in a variety of expository forms<br>Expository Writing | Expository writing forms | Q2 | Students will write to inform.<br><br>The list could include, but is not limited to, the following forms:<br>  Paraphrasing and summarizing<br>  Explanatory, "how-to" essays<br>  Book reports<br>  Technical writing<br>  Cover letters, resumes, curriculum vitae<br>  Newsletters<br>  Descriptive essays<br>  Definition writing, e.g.-"What is the nature of love?" | | |
| 4.2.3 Writing expressively in order to persuade and/or analyze (L)<br>Persuasive Writing | Expressive writing forms | Q3 | Students will write in order to persuade or analyze.<br><br>The forms could include, but are not limited to, the following:<br>  Letters to the editor<br>  Business letter<br>  Literary analysis<br>  Advertisements<br>  Position paper | | |
| 4.2.4 Writing using | Research writing forms | Q4 | Students will be able to locate, | | |

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| research-based information and/or analysis (L) Research Writing | | | evaluate, and synthesize information from a variety of resources to develop their ideas.<br><br>The forms could include, but are not limited to, the following:<br> Presentations<br> Debates<br> I-Search writings, e.g.-first-person research reports on career or college choices, etc.<br> Research papers | | |
| 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing Sentence Fluency | Sentence variety--simple, compound and complex Sentence flow--introductory words and phrases and transitions Sentence structure--run-on sentences and fragments | Q1: simple sentences, introductory words Q2: compound sentences, introductory phrases Q3: complex sentences, avoidance of run-on sentences and fragments Q4: transition devices | Students will write using a variety of sentences (e.g., short, simple sentences, compound, complex sentences with clauses) to create a desired effect. (e.g., using short, choppy sentences to indicate anger). | | |
| 4.3.2-4 Demonstrating the command of the conventions of standard English spelling, punctuation and capitalization Conventions | Spelling Homophones Irregular Plurals Contractions Punctuation Commas Quotation Marks | Q1: homophones, quotation marks, capitalization, proper nouns, titles Q2: irregular plurals, commas, | Students will identify and correct misspellings, punctuation and capitalization errors in context of their own work and the work of others. | | |

| | Apostrophes<br>Semi-colons and Colons<br>Parentheses, hyphens and dashes<br>Capitalization<br>Titles<br>Proper Nouns | semi-colons<br>Q3: contractions, apostrophes<br>Q4:colons, parentheses, hyphens and dashes | | | |
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| 4.3.5 Demonstrating command of the conventions of standard English grammar when writing<br>Grammar | Parts of Speech<br>Adjectives<br>Adverbs<br>Usage Rules<br>Parallel Structure within a Sentence<br>Possessives<br>Verb Tense<br>Subject/Verb Agreement<br>Pronoun/Antecedent Agreement | Q1: adjectives, adverbs, parallel structure within a sentence<br>Q2: verb tense, subject/verb agreement<br>Q3: possessives<br>Q4: pronoun/ antecedent agreement | Students will identify and correct grammar and usage errors in their own work and the work of others. | | |
| 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas<br>Global Revisions | Revisions<br>Recognizing missing critical information and adding it<br>Recognizing and deleting extraneous information<br>Recognizing and reordering information at paragraph level when necessary. | Required for every formal and non-fiction essay assignment | Students will revise writing by increasing elaboration or support for ideas/thesis, rewording, re-ordering, or providing relevant details, examples, definitions, or anecdotes appropriate to the genre. | | |
| 4.4.2 Giving/receiving appropriate feedback and evaluating writing | Peer Revisions<br>Giving and receiving quality feedback on | Required for every formal and non-fiction essay | Students will use criteria in a rubric or scoring grid to edit and refine writing. | | |

| based on established criteria* (L) Peer Revisions | writing Evaluation of writing Types of Feedback   Checklists and rubrics   Self-created checklists   Peer conference formats   Scoring guides/rubrics | assignment | Students will evaluate or judge the quality of their writing according to a rubric or other scoring guide. | | |
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| 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing* Sentence Level Revisions | Sentence combining Sentence fluency Word choice Irrelevant details   Recognizing and rewording information when   necessary   Recognizing and reordering information at sentence level when necessary | Sentence-combining with: Q1: simple sentences Q2: semi-colons and coordinators Q3: subordinators Q4: all of the above  Using appropriate revision techniques as needed | Students will combine sentences to improve original sentences. (e.g.-*The dog was small. The dog was mean. The dog was pulling on its leash.* to *The small, ferocious dog was straining on its leash.* This deletes details that are not necessary.) | | |
| 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed* | Supportive details Clarification of thesis/topic sentence | Required for every formal and non-fiction essay assignment | Students will reword thesis or topic sentences to clarify meaning.  Students will add details to further support or describe main ideas if additional information is needed. | | |
| 4.4.5 Making style, diction, and voice or persona consistent with form (e.g.- | Style Diction Voice Persona | As required by the writing forms in 4.1.3: Q1: narrative | Students will match voice, diction, or style to writing genre. | | |

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| organizational structure or writing genre) and the perspective conveyed | | Q2: expository Q3: expressive Q4: research | | | |
| 4.4.6 Using resources throughout the writing process (e.g.- dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L) | Writing resources Dictionary Thesaurus Peer conferences Scoring guide rubrics Word processing software Genre exemplars | Required for every formal and non-fiction essay assignment | Students will use resources as needed--or allowed--when writing. | | |
| 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (L) | Plagiarism Source Author Title Publishing information Page number Multimedia Citation sources--MLA and APA | Q4: research writing | Students will appropriately credit the sources of their ideas. | | |
| 3.6.1-4 Correcting or revising errors using available technologies and/or resources* (L) | Electronic spelling and grammar checkers Thesauri Dictionaries Software formatting programs Avoiding redundancy | Required for every formal writing assignment | Students use appropriate software or resources to spell and grammar check, to find appropriate synonyms, and to format documents correctly. | | |

Glossary:
Thesis statement:  Is the central idea of the essay.  It may be the writer's point of view, but it must be written as if it were a fact.

Lead/hook:  Grabs reader's attention and makes them interested in what the essay will explain.  It could be a startling fact, statistic, or quote, or it could be a brief anecdote.

Introductory paragraph:  Three sentences minimum that include a hook, general discussion, and thesis.

General Discussion:  transitions from the hook to the thesis.

Topic Sentence:  Is the first sentence in a body paragraph.  It explains ONE reason why the thesis statement is correct and introduces the information that the rest of the paragraph will present--also controlling idea, sub-topics

Relevant Detail:  In a body paragraph, it is a specific example of the topic sentence.  It could be personal experience, facts, or quotes from another source--also Supporting Detail, Concrete Detail.

Supporting Evidence:  In a body paragraph, it is an explanation of the relevant detail and its connection to the topic sentence--also commentary.

Body paragraph:  Should minimally include a topic sentence, relevant detail, supporting evidence, and a concluding sentence.

Conclusion:  Summarize and/or comment on the thesis without introducing any new ideas.

Transitions:  Words or phrases that ease the movement from one idea to the next.

APA Style:  Editorial style of the American Psychological Association.

Definition:  Writing that explores a given concept. (e.g. "What is Justice?" or "Define Success")

# Curriculum Alignment
## Alaska Standards for Reading – Grade 9

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Dist./State Assessments |
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| 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L) | Rehearsals<br>Oral interpretation<br>Print conventions | Required across the curriculum and across grade levels* | Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece. | | |
| 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L) | Oral formal presentation<br>Multi-media presentation | Required across the curriculum and across grade levels* | Students will give a prepared presentation smoothly and with expression | | |
| 4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or phrases. | Strategies:<br> Sounds<br> Word structure<br> Syllables<br> Derivational roots and affixes<br> Context clues<br> Dictionary skills<br>  Thesaurus skills<br> Syntax/word order<br> Semantics/word choice<br> Multiple meanings<br> Content-specific vocabulary/jargon | Q1: sounds, word structure, syllabication, devirvational roots and affixes<br>Q2: context clues, dictionary skills, thesaurus skills<br>Q3: syntax, word order, sematics/word choice<br>Q4: multiple meanings, content-specific vocabulary/jargon | Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading passage, references to other literary works, syntax, or semantics. | | |
| 4.1.3 Understanding | Synonyms | Q1-2: homonyms, | Students will understand the | | |

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| complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L) | Antonyms Homonyms Homophones Analogies | homophones, synonyms/antonyms Q3-4: analogies | relationships among synonyms, antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling). | | |
| 4.1.5 Self-monitoring and self-correcting while reading (L) | Self-monitoring and self-correcting: Rereading Adjusting reading pace Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping Skimming/scanning | Required across the curriculum and across grade levels* | Students will demonstrate awareness of own reading comprehension by making needed adjustments. | | |
| 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text | Reading comprehension strategies Paraphrasing Restatement Summarizing Sequencing Outlining | Q1: Reading comprehension strategies Q2: Paraphrasing and restatement Q3: Summarizing and sequencing Q4: Outlining | Students will use appropriate reading comprehension strategies such as story-mapping, bubble charts/graphs, charting, etc.<br><br>Students will restate or paraphrase the main ideas or events in correct order.<br><br>Students will summarize the main ideas by identifying the most important topics in a few words.<br><br>Students will identify correct restatements and text | | |

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| | | | summaries. | | |
| 4.2.2 By making inferences and/or drawing conclusions within a text, across texts or other summarized information | Strategies for making inferences and connections from literature as well as charts, graphs, tables and illustrations | Required across the curriculum and across grade levels* | Students will make inferences and reach logical conclusions from information within the text(s) | | |
| 4.3.1 Identifying or explaining the main ideas in various types of texts | Strategies for identifying and explaining main ideas in literature as well as charts, graphs, tables and illustrations | Required across the curriculum and across grade levels* | Students will identify or describe main ideas. | | |
| 4.3.2 Locating information in narrative or informative text to answer questions related to main ideas or key details | Active reading strategies | Required across the curriculum and across grade levels* | Students will answer questions about the main ideas or important details when the answers are directly stated. | | |
| 4.3.3 Comparing/ contrasting the main ideas or concepts between related texts | Compare Contrast | Required across the curriculum and across grade levels* | Students will differentiate between related texts by comparing or contrasting main ideas. | | |
| 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L) | Connections | Required across the curriculum and across grade levels* | Students will describe or establish connections, similarities and differences between texts, texts and themselves, and texts to the larger world. | | |
| 4.3.5 Locating and using evidence from texts to | Validity of ideas Adequacy of support | Required across the curriculum and | Students will analyze the strength and soundness of an | | |

| assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence) | | across grade levels* | author's ideas and supporting evidence using evidence from the text. | | |
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| 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments. | Bias and propaganda Emotional effects of words and sentence structure Logical arguments | Required across the curriculum and across grade levels* | Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text | | |
| 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks | Multi-step directions Complex procedures and tasks | Q3: Test-taking strategies | Students will accurately interpret multi-step directions to perform complex procedures and tasks. | | |
| 4.4.2 Identifying the sequence of steps in a list of directions | Sequencing | Q3: Test-taking strategies | Students will identify what needs to be done for each step and the appropriate order of each step. | | |
| 4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them | Genres Non-fiction  Autobiography  Biography  Historical documents  Letters, journals, memoirs  Technical writings Fiction  Poetry  Short story | Read and respond appropriately to the following: Q1: short stories, letters, journals/diaries, memoirs, etc. Q2: non-fiction, historical documents, auto/biographies, | Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each. | | |

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| | Novel<br>Drama | etc.<br>Q3: novels<br>Q4: drama and poetry | | | |
| 4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction | Repetition<br>Time sequence<br>Personification<br>Simile/Metaphor<br>Foreshadowing<br>Imagery<br>Symbolism<br>Allusion | Q1: repetition and time sequence<br>Q2: personification, simile/metaphor<br>Q3: foreshadowing, imagery<br>Q4: symbolism, allusion | Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves. | | |
| 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader | Literary conventions<br>Inference<br>Irony<br>Hyperbole<br>Imagery<br>Multiple levels of meaning | Required across the genres and grade levels** | Students will analyze the effect of literary conventions and techniques using evidence from the text. | | |
| 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work | Plot<br>Setting<br>Characters<br>Point of view<br>Theme<br>Tone | Required across the genre and grade levels** | Students will identify, with evidence from the text, about plot, setting, character, point of view, theme and tone.<br><br>Students will describe, with evidence from the text, about plot, setting, character, point of view, theme and tone.<br><br>Students will make logical predictions with evidence from the text about plot, setting, character, point of view, theme | | |

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| 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors | Compare and contrast Literary elements and devices Author | Required across the genre and grade levels** | Students will compare and contrast how different authors use literary devices for varied purposes. | | |
| 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme | Plot Setting Character Point of view Theme | Required across the genre and grade levels** | Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work. | | |
| 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements, devices and tone | Literary elements and devices | Required across the genre and grade levels** | Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text. | | |
| 4.7.1 Identifying bias/propaganda by citing textual evidence | Bias Propaganda Citing textual evidence | Required across the curriculum and across grade levels* | Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence. | | |
| 4.7.2 Analyzing author's purpose or implication by citing textual evidence | Purpose: Narrate Inform Entertain Explain Persuade | Required across the genre and grade levels** | Students will identify or analyze the author's purpose using textual evidence. | | |
| 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme | Theme | Required across the genre and grade levels** | Students will identify the author's theme by analyzing and evaluating evidence from the text. | | |

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| 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts | Thematic connections | Required across the genre and grade levels** | Students will link themes between texts by analyzing and evaluating evidence from the texts. | | |
| 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L) | Personal connections | Required across the genre and grade levels** | Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people's experiences, and the world of ideas. | | |
| 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L) | Culture | Required across the genre and grade levels** | Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods. | | |
| 4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L) | Historical or cultural influences/events | Required across the genre and grade levels** | Students will analyze how historical or cultural influences or events affect texts. | | |

*Connotes that each of these essential skills are reinforced for each reading selection assigned in all content areas (Content Literacy).
**.Connotes that each of these essential skills are reinforced for each reading selection assigned in English.

# 10th Grade Language Arts Curriculum Guide
## Student Learning Goal

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist./State Assessments |
|---|---|---|---|---|---|
| [KPBSD Performance Standard] Using the writing process to brainstorm, organize and improve effective writing (L) | Pre-write Draft Revise Edit Present | Required for every formal writing assignment | Students will use the writing process and teachers/students will assess formal writing using analytic writing rubrics. | | |
| 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation Introduction | Thesis Statement as focus or controlling idea Introductory Paragraph | Required for every formal and non-fiction essay assignment | Students will integrate a focused thesis statement into an introductory paragraph as part of a 5-paragraph essay.\n\nStudents will include a lead or hook and general discussion in the introductory paragraph | | |
| 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, | Relevant details Supporting evidence Topic Sentence Paragraph format and organization 5 paragraph essay | Required for every formal and non-fiction essay assignment | Students will write a multi-paragraph composition with a clear thesis statement, main idea, logically organized paragraphs, relevant details, and supporting evidence.\n\n5 paragraph essay | | |

| placing paragraph breaks logically<br>Body Paragraphs | | | | | |
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| 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition, using a variety of transitional words and phrases<br>Overall Structure | Logical organization of ideas<br>Transitional words and phrases<br>Chronology<br>Compare/contrast<br>Cause/effect | Appropriate organizational technique is required for every formal and non-fiction essay assignment | Students will use a rubric/structure to maintain composition unity.<br><br>Students will use of a variety of transitional words and phrases to link ideas within and between paragraphs.<br><br>Students will logically organize their ideas using appropriate organizational techniques of chronology, comparison/contrast and/or cause/effect to advance their arguments and unify their compositions. | | |
| 4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements<br>Conclusion | Conclusion | Required for every formal and non-fiction essay assignment | Students write a concluding paragraph at the end of a composition that effectively sums up the ideas in the composition, writes a final, appropriate message about the thesis, and connects conclusion to introduction without adding new information. | | |
| 4.2.1 Writing a narrative (L)<br>Narrative Writing | Narrative writing forms | Q1 | Students will write using personal experiences to support their main point.<br><br>The list could include, but is not limited to, the following forms:<br> Personal letters<br> Personal essays | | |

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| | | | Literary reflection<br>Autobiographies<br>Journal or diary entries<br>Reflective writings<br>Memoir | | |
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| 4.2.2 Writing in a variety of expository forms<br>Expository Writing | Expository writing forms | Q2 | Students will write to inform.<br><br>The list could include, but is not limited to, the following forms:<br> Paraphrasing and summarizing<br> Explanatory, "how-to" essays<br> Book reports<br> Technical writing<br> Cover letters, resumes, curriculum vitae<br> Newsletters<br> Descriptive essays<br> Definition writing, e.g.-"What is the nature of love?" | | |
| 4.2.3 Writing expressively in order to persuade and/or analyze (L)<br>Persuasive Writing | Expressive writing forms | Q3 | Students will write in order to persuade or analyze.<br><br>The forms could include, but are not limited to, the following:<br> Letters to the editor<br> Business letter<br> Literary analysis<br> Advertisements<br> Position paper | | |
| 4.2.4 Writing using research-based information and/or analysis (L)<br>Research Writing | Research writing forms | Q4 | Students will be able to locate, evaluate, and synthesize  information from a variety of resources to develop their ideas. | | |

| | | | The forms could include, but are not limited to, the following:<br>Presentations<br>Debates<br>I-Search writings, e.g.-first-person research reports on career or college choices, etc.<br>Research papers | | |
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| 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing<br>Sentence Fluency | Sentence variety--simple, compound and complex<br>Sentence flow--introductory words and phrases and transitions<br>Sentence structure--run-on sentences and fragments | Q1: simple sentences, introductory words<br>Q2: compound sentences, introductory phrases<br>Q3: complex sentences, avoidance of run-on sentences and fragments<br>Q4: transition devices | Students will write using a variety of sentences (e.g., short, simple sentences, compound, complex sentences with clauses) to create a desired effect. (e.g., using short, choppy sentences to indicate anger. | | |
| 4.3.2-4 Demonstrating the command of the conventions of standard English spelling, punctuation and capitalization<br>Conventions | Spelling<br> Homophones<br> Irregular Plurals<br> Contractions<br>Punctuation<br> Commas<br> Quotation Marks<br> Apostrophes<br> Semi-colons and Colons | Q1: homophones, quotation marks, capitalization, proper nouns, titles<br>Q2: irregular plurals, commas, semi- | Students will identify and correct misspellings, punctuation and capitalization errors in context of their own work and the work of others. | | |

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| | Parentheses, hyphens and dashes Capitalization Titles Proper Nouns | colons Q3: contractions, apostrophes Q4:colons, parentheses, hyphens and dashes | | | |
| 4.3.5 Demonstrating command of the conventions of standard English grammar when writing Grammar | Parts of Speech Adjectives Adverbs Usage Rules Parallel Structure within a Sentence Possessives Verb Tense Subject/Verb Agreement Pronoun/Antecedent Agreement | Q1: adjectives, adverbs, parallel structure within a sentence Q2: verb tense, subject/verb agreement Q3: possessives Q4: pronoun/ antecedent agreement | Students will identify and correct grammar and usage errors in their own work and the work of others. | | |
| 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas Global Revisions | Revisions Recognizing missing critical information and adding it Recognizing and deleting extraneous information Recognizing and reordering information at paragraph level when necessary. | Required for every formal and non-fiction essay assignment | Students will revise writing by increasing elaboration or support for ideas/thesis, rewording, re-ordering, or providing relevant details, examples, definitions, or anecdotes appropriate to the genre. | | |

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| 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria* (L) Peer Revisions | Peer Revisions Giving and receiving quality feedback on writing Evaluation of writing Types of Feedback Checklists and rubrics Self-created checklists Peer conference formats Scoring guides/rubrics | Required for every formal and non-fiction essay assignment | Students will use criteria in a rubric or scoring grid to edit and refine writing. Students will evaluate or judge the quality of their writing according to a rubric or other scoring guide. | | |
| 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing* Sentence Level Revisions | Sentence combining Sentence fluency Word choice Irrelevant details Recognizing and rewording information when necessary Recognizing and reordering information at sentence level when necessary | Sentence-combining with: Q1: simple sentences Q2: semi-colons and coordinators Q3: subordinators Q4: all of the above Using appropriate revision techniques as needed | Students will combine sentences to improve original sentences. (e.g.-*The dog was small. The dog was mean. The dog was pulling on its leash.* to *The small, ferocious dog was straining on its leash.* This deletes details that are not necessary.) | | |
| 4.4.4 Clarifying thesis statement and/or topic sentence and adding | Supportive details Clarification of thesis/topic | Required for every formal and non-fiction | Students will reword thesis or topic sentences to clarify meaning. | | |

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| details to support main ideas, if needed* | sentence | essay assignment | Students will add details to further support or describe main ideas if additional information is needed. | | |
| 4.4.5 Making style, diction, and voice or persona consistent with form (e.g.- organizational structure or writing genre) and the perspective conveyed | Style Diction Voice Persona | As required by the writing forms in 4.1.3: Q1: narrative Q2: expository Q3: expressive Q4: research | Students will match voice, diction, or style to writing genre. | | |
| 4.4.6 Using resources throughout the writing process (e.g.- dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L) | Writing resources Dictionary Thesaurus Peer conferences Scoring guide rubrics Word processing software Genre exemplars | Required for every formal and non-fiction essay assignment | Students will use resources as needed--or allowed--when writing. | | |
| 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (L) | Plagiarism Source Author Title Publishing information Page number Multimedia Citation sources-- MLA and APA | Q4: research writing | Students will correctly cite the author, title and publisher of the source of ideas, images, and information used from other sources. | | |
| 3.6.1-4 Correcting or revising errors using available technologies | Electronic spelling and grammar checkers | Required for every formal writing | Students use appropriate software or resources to spell and grammar check, to find appropriate synonyms, | | |

| and/or resources* (L) | Thesauri Dictionaries Software formatting programs Avoiding redundancy | assignment | and to format documents correctly. | | |
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Glossary:

Thesis statement:  Is the central idea of the essay.  It may be the writer's point of view, but it must be written as if it were a fact.

Lead/hook:  Grabs reader's attention and makes them interested in what the essay will explain.  It could be a startling fact, statistic, or quote, or it could be a brief anecdote.

Introductory paragraph:  Three sentences minimum that include a hook, general discussion, and thesis.

General Discussion:  transitions from the hook to the thesis.

Topic Sentence:  Is the first sentence in a body paragraph.  It explains ONE reason why the thesis statement is correct and introduces the information that the rest of the paragraph will present--also controlling idea, sub-topics

Relevant Detail:  In a body paragraph, it is a specific example of the topic sentence.  It could be personal experience, facts, or quotes from another source--also Supporting Detail, Concrete Detail.

Supporting Evidence:  In a body paragraph, it is an explanation of the relevant detail and its connection to the topic sentence--also commentary.

Body paragraph:  Should minimally include a topic sentence, relevant detail, supporting evidence, and a concluding sentence.

Conclusion:  Summarize and/or comment on the thesis without introducing any new ideas.

Transitions:  Words or phrases that ease the movement from one idea to the next.

APA Style:  Editorial style of the American Psychological Association.

Definition:  Writing that explores a given concept. (e.g. "What is Justice?" or "Define Success")

# Curriculum Alignment
## Alaska Standards for Reading – Grade 10

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Dist./State Assessments |
|---|---|---|---|---|---|
| 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L) | Rehearsals Oral interpretation Print conventions | Required across the curriculum and across grade levels* | Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece. | | |
| 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L) | Oral formal presentation Multi-media presentation | Required across the curriculum and across grade levels* | Students will give a prepared presentation smoothly and with expression | | |
| 4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or phrases. | Strategies: Sounds Word structure Syllables Derivational roots and affixes Context clues Dictionary skills  Thesaurus skills Syntax/word order Semantics/word choice Multiple meanings Content-specific vocabulary/jargon | Q1: sounds, word structure, syllabication, devirvational roots and affixes Q2: context clues, dictionary skills, thesaurus skills Q3: syntax, word order, sematics/word choice Q4: multiple meanings, content-specific vocabulary/ jargon | Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading passage, references to other literary works, syntax, or semantics. | | |
| 4.1.3 Understanding complex relationships | Synonyms Antonyms | Q1-2: homonyms, homophones, | Students will understand the relationships among synonyms, | | |

| among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L) | Homonyms Homophones Analogies | synonyms/antonyms Q3-4: analogies | antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling). | | |
|---|---|---|---|---|---|
| 4.1.5 Self-monitoring and self-correcting while reading (L) | Self-monitoring and self-correcting: Rereading Adjusting reading pace Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping Skimming/scanning | Required across the curriculum and across grade levels* | Students will demonstrate awareness of own reading comprehension by making needed adjustments. | | |
| 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text | Reading comprehension strategies Paraphrasing Restatement Summarizing Sequencing Outlining | Q1: Reading comprehension strategies Q2: Paraphrasing and restatement Q3: Summarizing and sequencing Q4: Outlining | Students will use appropriate reading comprehension strategies such as story-mapping, bubble charts/graphs, charting, etc.<br><br>Students will restate or paraphrase the main ideas or events in correct order.<br><br>Students will summarize the main ideas by identifying the most important topics in a few words.<br><br>Students will identify correct restatements and text summaries. | | |
| 4.2.2 By making inferences and/or | Strategies for making inferences | Required across the curriculum and | Students will make inferences and reach logical conclusions from | | |

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| drawing conclusions within a text, across texts or other summarized information | and connections from literature as well as charts, graphs, tables and illustrations | across grade levels* | information within the text(s) | | |
|---|---|---|---|---|---|
| 4.3.1 Identifying or explaining the main ideas in various types of texts | Strategies for identifying and explaining main ideas in literature as well as charts, graphs, tables and illustrations | Required across the curriculum and across grade levels* | Students will identify or describe main ideas. | | |
| 4.3.2 Locating information in narrative or informative text to answer questions related to main ideas or key details | Active reading strategies | Required across the curriculum and across grade levels* | Students will answer questions about the main ideas or important details when the answers are directly stated. | | |
| 4.3.3 Comparing/ contrasting the main ideas or concepts between related texts | Compare Contrast | Required across the curriculum and across grade levels* | Students will differentiate between related texts by comparing or contrasting main ideas. | | |
| 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L) | Connections | Required across the curriculum and across grade levels* | Students will describe or establish connections, similarities and differences between texts, texts and themselves, and texts to the larger world. | | |
| 4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) | Validity of ideas Adequacy of support | Required across the curriculum and across grade levels* | Students will analyze the strength and soundness of an author's ideas and supporting evidence using evidence from the text. | | |

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| and adequacy of support (e.g., is there enough supporting evidence) | | | | | |
| 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments. | Bias and propaganda Emotional effects of words and sentence structure Logical arguments | Required across the curriculum and across grade levels* | Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text | | |
| 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks | Multi-step directions Complex procedures and tasks | Q3: Test-taking strategies | Students will accurately interpret multi-step directions to perform complex procedures and tasks. | | |
| 4.4.2 Identifying the sequence of steps in a list of directions | Sequencing | Q3: Test-taking strategies | Students will identify what needs to be done for each step and the appropriate order of each step. | | |
| 4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them | Genres Non-fiction Autobiography Biography Historical documents Letters, journals, memoirs Technical writings Fiction Poetry Short story Novel Drama | Read and respond appropriately to the following: Q1: short stories, letters, journals/diaries, memoirs, etc. Q2: non-fiction, historical documents, auto/biographies, etc. Q3: novels Q4: drama and poetry | Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each. | | |

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| 4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction | Repetition<br>Time sequence<br>Personification<br>Simile/Metaphor<br>Foreshadowing<br>Imagery<br>Symbolism<br>Allusion | Q1: repetition and time sequence<br>Q2: personification, simile/metaphor<br>Q3: foreshadowing, imagery<br>Q4: symbolism, allusion | Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves. | | |
|---|---|---|---|---|---|
| 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader | Literary conventions<br>Inference<br>Irony<br>Hyperbole<br>Imagery<br>Multiple levels of meaning | Required across the genres and grade levels** | Students will analyze the effect of literary conventions and techniques using evidence from the text. | | |
| 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work | Plot<br>Setting<br>Characters<br>Point of view<br>Theme<br>Tone | Required across the genre and grade levels** | Students will identify, with evidence from the text, about plot, setting, character, point of view, theme and tone.<br><br>Students will describe, with evidence from the text, about plot, setting, character, point of view, theme and tone.<br><br>Students will make logical predictions with evidence from the text about plot, setting, character, point of view, theme and tone. | | |
| 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a | Compare and contrast<br>Literary elements and devices | Required across the genre and grade levels** | Students will compare and contrast how different authors use literary devices for varied purposes. | | |

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| variety of authors | Author | | | | |
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| 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme | Plot Setting Character Point of view Theme | Required across the genre and grade levels** | Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work. | | |
| 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements, devices and tone | Literary elements and devices | Required across the genre and grade levels** | Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text. | | |
| 4.7.1 Identifying bias/propaganda by citing textual evidence | Bias Propaganda Citing textual evidence | Required across the curriculum and across grade levels* | Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence. | | |
| 4.7.2 Analyzing author's purpose or implication by citing textual evidence | Purpose: Narrate Inform Entertain Explain Persuade | Required across the genre and grade levels** | Students will identify or analyze the author's purpose using textual evidence. | | |
| 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme | Theme | Required across the genre and grade levels** | Students will identify the author's theme by analyzing and evaluating evidence from the text. | | |
| 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts | Thematic connections | Required across the genre and grade levels** | Students will link themes between texts by analyzing and evaluating evidence from the texts. | | |

| 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L) | Personal connections | Required across the genre and grade levels** | Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people's experiences, and the world of ideas. | | |
|---|---|---|---|---|---|
| 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L) | Culture | Required across the genre and grade levels** | Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods. | | |
| 4.9.2 Analyzing the effects of historical or cultural influences/events on texts (L) | Historical or cultural influences/events | Required across the genre and grade levels** | Students will analyze how historical or cultural influences or events affect texts. | | |

*Connotes that each of these essential skills are reinforced for each reading selection assigned in all content areas (Content Literacy).
**.Connotes that each of these essential skills are reinforced for each reading selection assigned in English.

# 11th-12th Grade Language Arts Curriculum Guide
## Student Learning Goal

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/ Possible Integration | Resources and Text: | Dist./State Assessments |
|---|---|---|---|---|---|
| [KPBSD Performance Standard] Using the writing process to brainstorm, organize and improve effective writing (L) | Pre-write Draft Revise Edit Present | Required for every formal writing assignment | Students will use the writing process and teachers/students will assess formal writing using analytic writing rubrics. | | |
| 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation Introduction | Thesis Statement as focus or controlling idea Introductory Paragraph | Required for every formal and non-fiction essay assignment | Students will integrate a focused thesis statement into an introductory paragraph as part of a 5 or more paragraph essay.<br><br>Students will include a lead or hook and general discussion in the introductory paragraph. | | |
| 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks | Relevant details Supporting evidence Topic Sentence Paragraph format and organization 5 or more paragraph essay | Required for every formal and non-fiction essay assignment | Students will write a multi-paragraph composition with a clear thesis statement, main idea, logically organized paragraphs, relevant details, and supporting evidence.<br><br>5 or more paragraph essay | | |

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| logically<br>Body Paragraphs | | | | | |
| 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition, using a variety of transitional words and phrases<br>Overall Structure | Logical organization of ideas<br>Transitional words and phrases<br>Chronology<br>Compare/contrast<br>Cause/effect<br>Classification/ definition | Appropriate organizational technique is required for every formal and non-fiction essay assignment | Students will use a rubric/structure to maintain composition unity.<br><br>Students will use of a variety of transitional words and phrases to link ideas within and between paragraphs.<br><br>Students will logically organize their ideas using appropriate organizational techniques of chronology, comparison/contrast and/or cause/effect classification/definition to advance their arguments and unify their compositions. | | |
| 4.1.4 Writing a concluding paragraph that connects concluding elements to the introductory elements<br>Conclusion | Conclusion | Required for every formal and non-fiction essay assignment | Students write a concluding paragraph at the end of a composition that effectively sums up the ideas in the composition, writes a final, appropriate message about the thesis, and connects conclusion to introduction without adding new information. | | |
| 4.2.1 Writing a narrative (L)<br>Narrative Writing | Narrative writing forms | Q1 | Students will write using personal experiences to support their main point.<br><br>The list could include, but is not limited to, the following forms: | | |

| | | | Personal letters<br>Personal essays<br>Literary reflection<br>Autobiographies<br>Journal or diary entries<br>Reflective writings<br>Memoir | | |
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| 4.2.2 Writing in a variety of expository forms<br>Expository Writing | Expository writing forms | Q2 | Students will write to inform.<br><br>The list could include, but is not limited to, the following forms:<br>Paraphrasing and summarizing<br>Explanatory, "how-to" essays<br>Book reports<br>Technical writing<br>Cover letters, resumes, curriculum vitae<br>Newsletters<br>Descriptive essays<br>Definition writing, e.g.-"What is the nature of love?" | | |
| 4.2.3 Writing expressively in order to persuade and/or analyze (L)<br>Persuasive Writing | Expressive writing forms | Q3 | Students will write in order to persuade or analyze.<br><br>The forms could include, but are not limited to, the following:<br>Letters to the editor<br>Business letter<br>Literary analysis<br>Advertisements<br>Position paper | | |
| 4.2.4 Writing using research-based information and/or | Research writing forms | Q4 | Students will be able to locate, evaluate, and synthesize information from a variety of | | |

| analysis (L)<br>Research Writing | | | resources to develop their ideas.<br><br>The forms could include, but are not limited to, the following:<br>Presentations<br>Debates<br>I-Search writings, e.g.-first-person research reports on career or college choices, etc.<br>Research papers | | |
|---|---|---|---|---|---|
| 4.3.1 Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing<br>Sentence Fluency | Sentence variety-- simple, compound and complex<br>Sentence flow-- introductory words and phrases and transitions<br>Sentence structure-- run-on sentences and fragments | Review simple, compound and complex sentence structures; teach compound-complex structure | Students will write using a variety of sentences (e.g., short, simple sentences, compound, complex sentences with clauses) to create a desired effect. (e.g., using short, choppy sentences to indicate anger.<br><br>In addition, students will use a variety of sentences, including compound-complex, to create a desired effect. | | |
| 4.3.2-4 Demonstrating the command of the conventions of standard English spelling, punctuation and capitalization<br>Conventions | Spelling<br>Homophones<br>Irregular Plurals<br>Contractions<br>Punctuation<br>Commas<br>Quotation Marks<br>Apostrophes<br>Semi-colons and Colons<br>Parentheses, hyphens and dashes<br>Capitalization | Review and reinforce appropriate writing conventions for spelling, punctuation and capitalization | Students will identify and correct misspellings, punctuation and capitalization errors in context of their own work and the work of others. | | |

| | Titles<br>Proper Nouns | | | | |
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| 4.3.5 Demonstrating command of the conventions of standard English grammar when writing<br>Grammar | Parts of Speech<br>Adjectives<br>Adverbs<br>Usage Rules<br>Parallel Structure within a Sentence<br>Possessives<br>Verb Tense<br>Subject/Verb Agreement<br>Pronoun/Antecedent Agreement | Review and reinforce appropriate grammar skills | Students will identify and correct grammar and usage errors in their own work and the work of others. | | |
| 4.4.1 Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas<br>Global Revisions | Revisions<br>Recognizing missing critical information and adding it<br>Recognizing and deleting extraneous information<br>Recognizing and reordering information at paragraph level when necessary. | Required for every formal and non-fiction essay assignment | Students will revise writing by increasing elaboration or support for ideas/thesis, rewording, re-ordering, or providing relevant details, examples, definitions, or anecdotes appropriate to the genre. | | |
| 4.4.2 Giving/receiving appropriate feedback and evaluating writing based on established criteria* (L)<br>Peer Revisions | Peer Revisions<br>Giving and receiving quality feedback on writing<br>Evaluation of writing<br>Types of Feedback<br>Checklists and rubrics | Required for every formal and non-fiction essay assignment | Students will use criteria in a rubric or scoring grid to edit and refine writing.<br><br>Students will evaluate or judge the quality of their writing according to a rubric or other scoring guide. | | |

| | Self-created checklists<br>Peer conference formats<br>Scoring guides/rubrics | | | | |
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| 4.4.3 Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing*<br>Sentence Level Revisions | Sentence combining<br>Sentence fluency<br>Word choice<br>Irrelevant details<br>Recognizing and rewording information when necessary<br>Recognizing and reordering information at sentence level when necessary | Sentence-combining with:<br>Q1: simple sentences<br>Q2: semi-colons and coordinators<br>Q3: subordinators<br>Q4: all of the above<br><br>Using appropriate revision techniques as needed | Students will combine sentences to improve original sentences. (e.g.-*The dog was small. The dog was mean. The dog was pulling on its leash.* to *The small, ferocious dog was straining on its leash.* This deletes details that are not necessary.) | | |
| 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed* | Supportive details<br>Clarification of thesis/topic sentence | Required for every formal and non-fiction essay assignment | Students will reword thesis or topic sentences to clarify meaning.<br><br>Students will add details to further support or describe main ideas if additional information is needed. | | |
| 4.4.5 Making style, diction, and voice or persona consistent with form (e.g.- | Style<br>Diction<br>Voice<br>Persona | As required by the writing forms in 4.1.3:<br>Q1: narrative | Students will match voice, diction, or style to writing genre. | | |

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| organizational structure or writing genre) and the perspective conveyed | | Q2: expository Q3: expressive Q4: research | | | |
| 4.4.6 Using resources throughout the writing process (e.g.-dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L) | Writing resources Dictionary Thesaurus Peer conferences Scoring guide rubrics Word processing software Genre exemplars | Required for every formal and non-fiction essay assignment | Students will use resources as needed--or allowed--when writing. | | |
| 4.5.1 Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (L) | Plagiarism Source Author Title Publishing information Page number Multimedia Citation sources-- MLA and APA | Q4: research writing | Student will cite all information in the format specified by MLA or APA. | | |
| 3.6.1-4 Correcting or revising errors using available technologies and/or resources* (L) | Electronic spelling and grammar checkers Thesauri Dictionaries Software formatting programs Avoiding redundancy | Required for every formal writing assignment | Students use appropriate software or resources to spell and grammar check, to find appropriate synonyms, and to format documents correctly. | | |

Glossary:

Thesis statement:  Is the central idea of the essay.  It may be the writer's point of view, but it must be written as if it were a fact.

Lead/hook:  Grabs reader's attention and makes them interested in what the essay will explain.  It could be a startling fact, statistic, or quote, or it could be a brief anecdote.

Introductory paragraph:  Three sentences minimum that include a hook, general discussion, and thesis.

General Discussion:  transitions from the hook to the thesis.

Topic Sentence:  Is the first sentence in a body paragraph.  It explains ONE reason why the thesis statement is correct and introduces the information that the rest of the paragraph will present--also controlling idea, sub-topics

Relevant Detail:  In a body paragraph, it is a specific example of the topic sentence.  It could be personal experience, facts, or quotes from another source--also Supporting Detail, Concrete Detail.

Supporting Evidence:  In a body paragraph, it is an explanation of the relevant detail and its connection to the topic sentence--also commentary.

Body paragraph:  Should minimally include a topic sentence, relevant detail, supporting evidence, and a concluding sentence.

Conclusion:  Summarize and/or comment on the thesis without introducing any new ideas.

Transitions:  Words or phrases that ease the movement from one idea to the next.

APA Style:  Editorial style of the American Psychological Association.

Definition:  Writing that explores a given concept. (e.g. "What is Justice?" or "Define Success")

## Curriculum Alignment
## Alaska Standards for Reading – Grade 11-12

| Standard | Essential Skills | Sequence and Duration | Sample Teaching Strategy/Possible Integration | Resources and Text: | Dist./State Assessments |
|---|---|---|---|---|---|
| 3.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L) | Rehearsals<br>Oral interpretation<br>Print conventions | Required across the curriculum and across grade levels* | Students will rehearse and read aloud smoothly and with expression, giving attention to authors' grammatical style, and to the mood of piece. | | |
| 3.2.2 Giving an oral formal presentation (e.g., research reports, literature responses) (L) | Oral formal presentation<br>Multi-media presentation | Required across the curriculum and across grade levels* | Students will give a prepared presentation smoothly and with expression | | |
| 4.1.1-2, 4 Using appropriate strategies when encountering unfamiliar words or phrases. | Strategies:<br>Sounds<br>Word structure<br>Syllables<br>Derivational roots and affixes<br>Context clues<br>Dictionary skills<br> Thesaurus skills<br>Syntax/word order<br>Semantics/word choice<br>Multiple meanings<br>Content-specific vocabulary/jargon<br>Dialectical English<br> Idiomatic expressions | Q1: sounds, word structure, syllabication, devirvational roots and affixes<br>Q2: context clues, dictionary skills, thesaurus skills<br>Q3: syntax, word order, sematics/word choice, dialectical English, idiomatic expression<br>Q4: multiple meanings, content-specific vocabulary/ jargon, connotation/denotation | Students will determine the meaning of unfamiliar words in text by using knowledge of word structure and cultural derivations, clues provided by the reading passage, references to other literary works, syntax, or semantics.<br><br>In addition, students will determine the meaning of unfamiliar dialectical or idiomatic expressions and the denotations/connotations of unfamiliar words and phrases. | | |

| | Literary allusions Connotation/ Denotation | | | | |
|---|---|---|---|---|---|
| 4.1.3 Understanding complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies (L) | Synonyms Antonyms Homonyms Homophones Analogies | Q1-2: homonyms, homophones, synonyms/antonyms Q3-4: analogies | Students will understand the relationships among synonyms, antonyms, homonyms (words that sound alike but have different meanings), homophones (words that are pronounced the same but differ in meaning and spelling). | | |
| 4.1.5 Self-monitoring and self-correcting while reading (L) | Self-monitoring and self-correcting: Rereading Adjusting reading pace Sub-vocalizing Consulting resources Questioning Flexible note taking/mapping Skimming/scanning | Required across the curriculum and across grade levels* | Students will demonstrate awareness of own reading comprehension by making needed adjustments. | | |
| 4.2.1 Restating and summarizing main ideas or events, in correct sequence, after reading a text or identifying accurate restatements and summaries of main ideas or events or generalizations of a text | Reading comprehension strategies Paraphrasing Restatement Summarizing Sequencing Outlining | Q1: Reading comprehension strategies Q2: Paraphrasing and restatement Q3: Summarizing and sequencing Q4: Outlining | Students will use appropriate reading comprehension strategies such as story-mapping, bubble charts/graphs, charting, etc. Students will restate or paraphrase the main ideas or events in correct order. Students will summarize the main ideas by identifying the most important topics in a few words. | | |

| | | | Students will identify correct restatements and text summaries. | | |
|---|---|---|---|---|---|
| 4.2.2 By making inferences and/or drawing conclusions within a text, across texts or other summarized information | Strategies for making inferences and connections from literature as well as charts, graphs, tables and illustrations | Required across the curriculum and across grade levels* | Students will make inferences and reach logical conclusions from information within the text(s) | | |
| 4.3.1 Identifying or explaining the main ideas in various types of texts | Strategies for identifying and explaining main ideas in literature as well as charts, graphs, tables and illustrations | Required across the curriculum and across grade levels* | Students will identify or describe main ideas. | | |
| 4.3.2 Locating information in narrative or informative text to answer questions related to main ideas or key details | Active reading strategies | Required across the curriculum and across grade levels* | Students will answer questions about the main ideas or important details when the answers are directly stated. | | |
| 4.3.3 Comparing/ contrasting the main ideas or concepts between related texts | Compare Contrast | Required across the curriculum and across grade levels* | Students will differentiate between related texts by comparing or contrasting main ideas.<br><br>Students will draw conclusions about how the similarities and differences between main ideas and concepts affects the works' overall meanings. | | |
| 4.3.4 Explaining connections among main | Connections | Required across the curriculum and across | Students will describe or establish connections, similarities and differences | | |

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|---|---|---|---|---|---|
| ideas/concepts (text to self, text to text, text to world) (L) | | grade levels* | between texts, texts and themselves, and texts to the larger world. | | |
| 4.3.5 Locating and using evidence from texts to assess the validity of an author's main ideas (e.g., is the reasoning logical) and adequacy of support (e.g., is there enough supporting evidence) | Validity of ideas Adequacy of support | Required across the curriculum and across grade levels* | Students will analyze the strength and soundness of an author's ideas and supporting evidence using evidence from the text. | | |
| 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments. | Bias and propaganda Emotional effects of words and sentence structure Logical arguments | Required across the curriculum and across grade levels* | Students will analyze and defend the strength, logic, reasonableness, and audience appeal of persuasive arguments using evidence from the text | | |
| 4.4.1 Reading, understanding, and applying multi-step directions to perform complex procedures and tasks | Multi-step directions Complex procedures and tasks | Q3: Test-taking strategies | Students will accurately interpret multi-step directions to perform complex procedures and tasks. | | |
| 4.4.2 Identifying the sequence of steps in a list of directions | Sequencing | Q3: Test-taking strategies | Students will identify what needs to be done for each step and the appropriate order of each step. | | |
| 4.5.1 Reading a wide variety of genres and exploring the use of literary devices in them | Genres Non-fiction Autobiography Biography Historical documents | Read and respond appropriately to the following: Q1: short stories, letters, journals/diaries, memoirs, etc. | Students will identify and analyze the characteristics of nonfiction and fiction genres and the specific effect the text has on the reader by recognizing the literary elements and conventions of each. | | |

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| | Letters, journals, memoirs<br>Technical writings<br>Fiction<br>Poetry<br>Short story<br>Novel<br>Drama | Q2: non-fiction, historical documents, auto/biographies, etc.<br>Q3: novels<br>Q4: drama and poetry | | | |
| 4.5.2 Analyzing the use of literary devices appropriate to genre to analyze literary works and nonfiction | Repetition<br>Time sequence<br>Personification<br>Simile/Metaphor<br>Foreshadowing<br>Imagery<br>Symbolism<br>Allusion | Q1: repetition and time sequence<br>Q2: personification, simile/metaphor<br>Q3: foreshadowing, imagery<br>Q4: symbolism, allusion | Students will identify the type of literary element used in a phrase or sentence (e.g., identifies a simile) and analyze the purpose the literary element serves. | | |
| 4.5.3 Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader | Literary conventions<br>Inference<br>Irony<br>Hyperbole<br>Imagery<br>Multiple levels of meaning | Required across the genres and grade levels** | Students will analyze the effect of literary conventions and techniques using evidence from the text. | | |
| 4.6.1 Identifying or describing or making logical predictions about (citing evidence and support from text) the work | Plot<br>Setting<br>Characters<br>Point of view<br>Theme<br>Tone<br>Symbolism | Required across the genre and grade levels** | Students will identify, with evidence from the text, about plot, setting, character, point of view, theme and tone.<br><br>Students will describe, with evidence from the text, about plot, setting, character, point of view, theme and tone. | | |

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| | | | Students will make logical predictions with evidence from the text about plot, setting, character, point of view, theme and tone.<br><br>In addition, students will make predictions about plot, setting, character, point of view, theme as well as symbols within the text. | | |
| 4.6.2 Comparing and contrasting literary elements and devices in a variety of works by a variety of authors | Compare and contrast<br>Literary elements and devices<br>Author | Required across the genre and grade levels** | Students will compare and contrast how different authors use literary devices for varied purposes. | | |
| 4.6.3 Analyzing and evaluating the importance to the story of plot, setting, character, point of view, and theme | Plot<br>Setting<br>Character<br>Point of view<br>Theme | Required across the genre and grade levels** | Students will analyze and evaluate the role plot, setting, character, point of view, and theme have in a literary work. | | |
| 4.6.4 Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements, devices and tone | Literary elements and devices | Required across the genre and grade levels** | Students will evaluate or analyze the intended effect on the reader through the use of literary elements and devices using evidence from the text. | | |
| 4.7.1 Identifying bias/propaganda by citing textual evidence | Bias<br>Propaganda<br>Citing textual evidence | Required across the curriculum and across grade levels* | Students will identify the author's point of view or bias when implied rather than directly stated using textual evidence. | | |
| 4.7.2 Analyzing author's purpose or implication by citing textual evidence | Purpose:<br>Narrate<br>Inform | Required across the genre and grade levels** | Students will identify or analyze the author's purpose using textual evidence. | | |

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| | Entertain<br>Explain<br>Persuade<br>Implication/<br>inferred meaning | | In addition, students will identify authors' purpose when the meaning is implied or inferred. | | |
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| 4.8.1 Analyzing and evaluating evidence within the text to identify an author's theme | Theme | Required across the genre and grade levels** | Students will identify the author's theme by analyzing and evaluating evidence from the text. | | |
| 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts | Thematic connections | Required across the genre and grade levels** | Students will link themes between texts by analyzing and evaluating evidence from the texts. | | |
| 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L) | Personal connections | Required across the genre and grade levels** | Students will analyze and evaluate themes in one text to similar themes in other works, own experiences, other people's experiences, and the world of ideas. | | |
| 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (L) | Culture | Required across the genre and grade levels** | Students will compare and contrast details that are specific to certain cultures or time periods in a text to details that are specific to other cultures or time periods. | | |
| 4.9.2 Analyzing the effects of historical or cultural influences/events | Historical or cultural influences/events | Required across the genre and grade levels** | Students will analyze how historical or cultural influences or events affect texts. | | |

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| on texts (L) | | | | | |

*Connotes that each of these essential skills are reinforced for each reading selection assigned in all content areas (Content Literacy).
**.Connotes that each of these essential skills are reinforced for each reading selection assigned in English.