Pacing Guide

English Language Arts

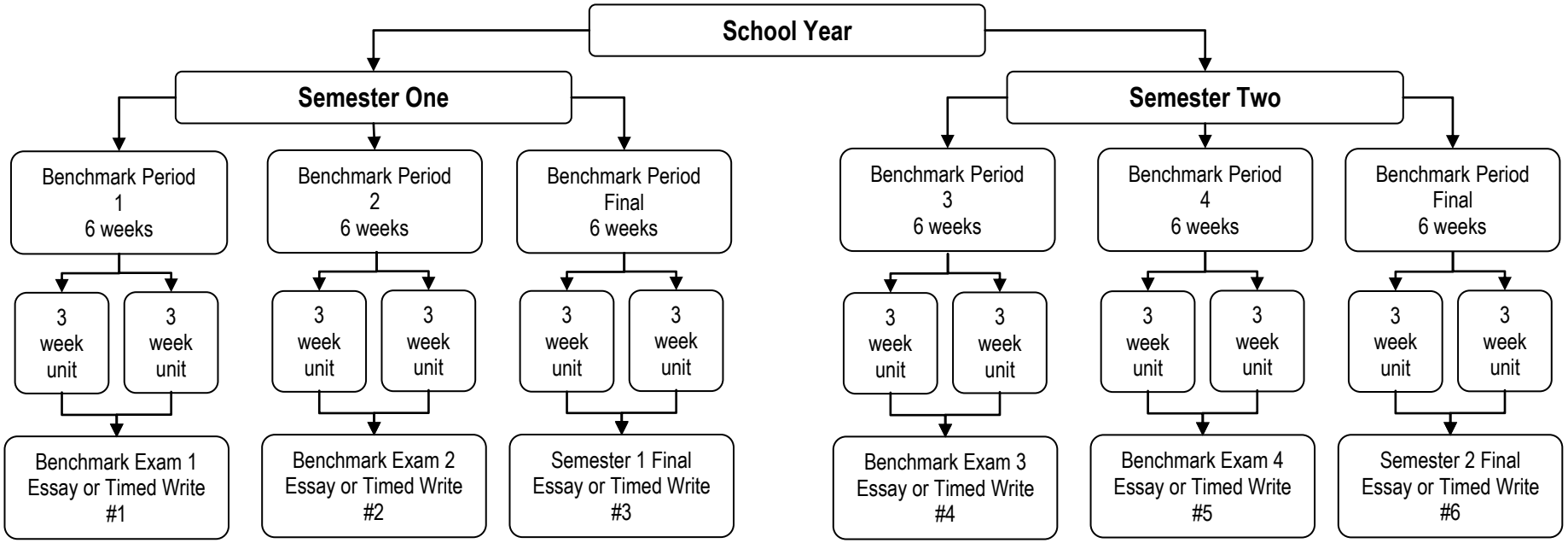
Grade 8

Colton Joint Unified School District

Pacing Guide Introduction

This pacing guide outlines the *sequence* and *duration* in which the English-language arts (ELA) content standards should be taught for grade eight. As this is a standards-based pacing guide, the ELA content standards drive instruction rather than the literature; this guide dictates when the standards are to be covered, yet allows the classroom teacher the choice as to *how* and *to what extent* he or she brings students to mastery of the standards. As such, the pacing guide *suggests* the required and optional texts along with the minimum writing requirements with which the standards can best be taught.

Grade 8 Language Arts Curriculum Organization



Required Texts

Fiction
- "Flowers for Algernon"

Drama
- *The Diary of Anne Frank*

Non-Fiction
- "Harriet Tubman"

Poetry
- "Paul Revere's Ride"

Novel
- *The Outsiders* by S.E. Hinton

**Required text

Minimum Required Writings

In eighth grade, each student is required to write four formal essays (essay assignments that utilize all phases of the writing process) and two in-class timed essays (timed writes). Each essay assignment should be literature-based and must be assigned with a writing prompt and scoring rubric. Although the pacing guide suggests when each requirement can be assigned, each teacher can choose when, how, and the extent to which students will master the writing standards below.

Semester One Requirements:

- WA 2.2 Response to Literature
- WA 2.1 Fictional or Autobiographical Narrative

Semester Two Requirements:

- WA 2.6 Technical
- WA 2.5 Business Letter

Timed: In-class (End of Semester):

- WA 2.1 Compare/Contrast, section c.,
- WA 2.4 Persuasive

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Pacing Guide for Core English Language Arts Grade 8

Semester 1—Benchmark Period 1

Standards Assessed		Key Assignments
RW 1.3 context clues, patterns RL 3.2 evaluate plot	WC 1.4 grammar: correct use WC 1.5 punctuation & capitalization	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Response to Literature essay

Weeks 1-3:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials

RW 1.3 context clues, patterns
RL 3.2 evaluate plot
RL 3.3 character motivations
RL 3.4 mood & tone
WC 1.4 grammar: correct use
WC 1.5 punctuation & capitalization
 	
Student Objectives
CLASSROOM ORGANIZATION STRATEGIES AND SET-UP
<u>RW 1.3 SWBAT</u>
• know word meanings within context.
• recognize patterns of context clues (definition, restatement, example, comparison, or contrast).
<u>RL 3.2 SWBAT</u>
• evaluate the elements of plot in a story
• determine which conflicts are or aren't addressed and resolved.
<u>RL 3.3 SWBAT</u>
• compare and contrast character motivations and reactions from pieces of literature.
<u>RL 3.4 SWBAT</u>
• identify how the setting affects the mood and the tone in a story.
<u>WC 1.4 SWBAT</u>
• identify prepositional phrases, the subject, and/or the verb/verb phrase in a sentence to ensure that correct grammar is used in written works.
<u>WC 1.5 SWBAT</u>
• identify errors in capitalization of proper nouns.
• correctly insert commas within a sentence.
	• context clues – definition and restatement
	• plot development
	• development & resolution of conflicts
	• events that reveal the conflict or complicating event
	• motivation of character
	• how setting affects the mood or tone
	• how correct grammar & conventions are used in written work
	  ○ capitalization
	  ○ sentence parts
		• context
		• restatement
		• example
		• comparison
		• contrast
		• nearest in meaning
		• excerpt
		• introductory paragraph
		• structural elements of the plot
		• plot's development
		• subplots
		• parallel episodes
		• subplots
		• parallel episodes
		• conflicts
		• climax
		• address
		• resolve/ resolution
		• character motivation
		• character traits
		• setting
		• mood
		• tone
		• theme
		• prepositional phrase
		• subject
		• verb/verb phrase
		• relevance
		• setting (place, time, customs)
		• mood
		• tone
		• meaning
		• text
		• description
		• correct grammar
		• consistency
		• verb tense
		• punctuate
			"Raymond's Run", pp. 2-19
			"Stop the Sun", pp. 48-58
			"Ransom of Red Chief" pp. 69 – 83
			"The Great Rat Hunt", pp. 106 – 117
			**"Flowers for Algernon" pp. 220 – 249
			***The Diary of Anne Frank* pp. 447-514
			"The Monkey's Paw", pp. 680 – 691
			**"Harriet Tubman" pp. 756 – 768
				See supplemental Text Support at the end of this document.
				
				RW 1.3
				• p. 15
				
				RL 3.2
				• p. 20
				
				RL 3.3
				• p.21
				
				RL 3.4
				• p.21
				
				WC 1.4
				• p. 26
				
				WC 1.5
				• p. 27

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

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Semester 1—Benchmark Period 1

Weeks 4-6:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials

RL 3.2 evaluate plot
RL 3.3 character motivations
RL 3.4 mood & tone
WC 1.4 grammar: correct use
WC 1.5 punctuation & capitalization
WA 2.2 Response to Literature Essay
 	
Student Objectives
 	
RL 3.2 SWBAT
• evaluate the elements of plot in a story
• determine which conflicts are or aren't addressed and resolved.
RL 3.3 SWBAT
• compare and contrast character motivations and reactions from pieces of literature.
RL 3.4 SWBAT
• identify how the setting affects the mood and the tone in a story.
WC 1.4 SWBAT
• identify prepositional phrases, the subject, and/or the verb/verb phrase in a sentence to ensure that correct grammar is used in written works.
WC 1.5 SWBAT
• identify errors in capitalization of proper nouns.
• correctly insert commas within a sentence.
WA 2.2 SWBAT
• write a response to literature essay that
  ○ is supported with references to the text
  ○ has coherence within/between paragraphs
  ○ demonstrates a careful reading of the text
	• setting affects mood and tone
	• compare and contrast different character from different eras – what is the character's motivation?
	• write a response to literature essay
	• context clues – example and comparison/contrast
	• recurring themes
	• grammar & conventions
	  ○ capitalization
	  ○ commas
	• Response to Lit
	  ○ textual support
	  ○ coherence
	  ○ careful reading
		• response to literature
		• support
		• reference/citation
		• evidence
		• textual examples
		• examples
		• details
		• coherence
		• interpretation
		• thoughtful
		• grasp of text
		• writer's techniques
		• inference
		• insight
		• effect on audience
			"Stop the Sun" pp. 48-58
			**"Flowers for Algernon" pp. 220 – 249
			***The Diary of Anne Frank* pp. 447-514
			"The Monkey's Paw" pp. 680 – 691
				See *Supplemental Text Support* at the end of this document.
				
				RL 3.2
				• p. 20
				
				RL 3.3
				• p. 21
				
				RL 3.4
				• p.21
				
				WC 1.4
				• p. 26
				
				WC 1.5
				• p. 27

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Pacing Guide for Core English Language Arts Grade 8

Semester 1—Benchmark Period 2

Standards Assessed		Key Assignments
RC 2.2 proposition & support RL 3.7 author's heritage, traditions, attitudes & beliefs WS 1.1 controlling idea	WS 1.2 coherence WS 1.3 support for thesis & conclusion WS 1.6 revision	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Autobiographical or Fictional Narrative

Weeks 7-9:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials

RC 2.2 proposition & support
RL 3.7 author's heritage, traditions, attitudes & beliefs
WS 1.1 controlling idea
WS 1.3 support for thesis & conclusion
 	
Student Objectives
 	
RC 2.2 SWBAT
• Identify & explain the proposition of a piece of writing.
• explain and identify the supporting details of a piece of writing.
RL 3.7 SWBAT
• identify how the heritage, traditions, attitudes, and beliefs of its author are reflected in their writing.
WS 1.1 SWBAT
• write a thesis statement.
• write a conclusion statement.
WS 1.3 SWBAT
• support a thesis statement throughout the entire document
	• author's main purpose
	• proposition
	• supporting details
	• organizational patterns of writing
	• thesis/conclusion: writing and recognizing
	• connections with "big idea"
	• common misspellings
		• author's
		  ○ heritage
		  ○ traditions
		  ○ attitude
		  ○ beliefs
		• purpose/ main purpose/ author's purpose
		• proposition
		• supporting details
		• logical facts
		• opinion statements
		• main idea
		• controlling idea
		• persuade/persuasive
		• organization pattern/ main pattern of organization
		  ○ problem/solution
		  ○ main idea/support
		  ○ point-by-point
		  ○ cause and effect
		• explain
		• interest
		• processed
		• implies
		• described (best described as…)
		• do all except
		• product
		• logo
		• structure
		• content
		• lines
		• the author probably believes that…
		• compositions
		• controlling impression
		• coherent thesis
		• clear
		• well-supported
		• phrase
		• emphasis
		• coherence
		• effective transitions
		• parallel structures
		• writing techniques
		• convince
			"The Great Rat Hunt", pp. 106 -117
			"from All but My Life", pp. 522 – 527
			"Block Party", pp. 830 – 838
			"One Million Volumes", pp. 852-860
			Novel: ***Bronx Masquerade***
				See supplemental Text Support at the end of this document.
				
				RC 2.2
				• p. 16
				
				RL 3.7
				• p. 24
				
				WS 1.1
				• p. 28
				
				WS 1.2
				• p. 28
				
				WS 1.3
				• p. 29
				
				WS 1.6
				• p. 30

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

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Semester 1—Benchmark Period 2

Weeks 10-12:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
WS 1.2 coherence WS 1.3 support for thesis & conclusion WA 2.1 Autobiographical or Fictional Narrative **Student Objectives** WS 1.2 SWBAT • use transitional phrases or transitional words to combine sentences. • combine sentences without changing the original meaning. • use parallel structures within and among paragraphs. WS 1.3 SWBAT • provide support for their theses with analogies, paraphrases, opinions, or quotations. • provide support for their conclusions with analogies, paraphrases, opinions, or quotations. WA 2.1 SWBAT • write an autobiographical or fictional narrative that ○ relates a clear, coherent incident or situation ○ reveals the significance of, or writer's attitude toward, the subject ○ uses narrative and descriptive strategies	• transitional words or phrases to link ideas • combine sentences without changing meaning • supporting a thesis • supporting conclusions • common misspellings • Autobiographical Essay.	• coherence • effective transitions • transitions ○ obviously ○ however ○ still ○ likewise • writing techniques • parallel structure • analogy • paraphrase • opinion • quotation • incident • plot line • setting • reveal • significance • narrative • descriptive/description • thesis/ theses • conclusions • analogies • paraphrases • quotations • opinions from authorities, comparisons • claim • incident • event • dialogue • significance	**"Flowers for Algernon" pp. 220 – 249 Approved novel Model student essays from CDE *Teacher Guide to the California Writing Standards Test* http://www.cde.ca.gov/ta/tg/sr/resources.asp	See supplemental Text Support at the end of this document. WS 1.2 • p. 28 WS 1.3 • p. 29

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling

**Required text

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Semester 1—Benchmark Period Final

Standards Assessed		Key Assignments
RC 2.2 proposition & support RL 3.2 evaluate plot RL 3.3 compare & contrast characters & conflicts RL 3.4 mood & tone RL 3.7 author's heritage, traditions, attitudes & beliefs	WC 1.3 sentence structure WC 1.4 edit for correct grammar WC 1.5 punctuation & capitalization WC 1.6 spelling WS 1.1 controlling idea WS 1.2 coherence WS 1.3 support for thesis & conclusion WS 1.6 revision WA 2.1 Comparison/Contrast Essay	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Comparison/Contrast Essay (in-class timed writing)

Weeks 13-15:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
WS 1.1 controlling idea WS 1.2 coherence WS 1.3 support for thesis & conclusion WS 1.6 revision	• review of previous concepts—focus on areas of greatest need • revision—precise word choice • organizational patterns • transitions • phrases & clauses • parallel structure	• precise • word choice • organization • phrase • clause • coherence • transitions • effective transitions • parallel structures • writing techniques • link • combine • appropriate organization • paragraphs • passages • consistent point of view • previous • dramatic • precise • accurate • replacement • apparent • reader interest • varied sentence types • sentence openings • lively personal style • effective personal style • subordination • coordination • apposition • relationship between ideas	**"Flowers for Algernon" pp. 220 – 249 Approved novel Model student essays from CDE Teacher Guide to the California Writing Standards Test http://www.cde.ca.gov/ta/tg/sr/resources.asp	See supplemental Text Support at the end of this document. • RC 2.2 p. 16 • RL 3.2 p. 20 • RL 3.3 p.21 • RL 3.4 p.21 • RL 3.7 p. 24 • WC 1.3 p. 29 • WC 1.4 p. 26 • WC 1.5 p. 27 • WC 1.6 p. 27 • WS 1.1 p. 28 • WS 1.2 p. 28 • WS 1.3 p. 29 • WS 1.6 p. 30

Student Objectives

Review & re-teach standards taught during 1A and 1B; focus on areas of greatest need

WS 1.2 SWBAT

- identify parallel structure in writing.

WS 1.6 SWBAT

- Revise writing
  - for word choice.
  - using appropriate organizational patterns.
  - using a consistent point of view.
  - using appropriate transitions between paragraphs

WC 1.1 SWBAT

- identify sentences that generate reader's attention

WC 1.3 SWBAT

- identify an independent clause.
- identify a dependent clause.
- identify an appositive phrase.

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling

**Required text

Semester 1—Benchmark Period Final

Weeks 16-18:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
Review all standards that need to be re-taught **Student Objectives** Review & re-teach standards taught during 1A and 1B; focus on areas of greatest need WA 2.1.c SWBAT • write a timed (in-class) descriptive essay that ○ compares or contrasts two characters (fictional or "real life") ○ reveals the significance of the characters' similarities &/or differences ○ uses an organizational pattern that makes the comparisons logical and coherent	review of previous concepts—focus on areas of greatest need	review terms as needed • character • characterization • compare • contrast • similarity • significance • organizational pattern • logic • logical • coherent	Works most conducive to review and re-teach areas of greatest need. Variety of student essays to analyze	See supplemental Text Support at the end of this document.

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

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Semester 2—Benchmark Period 3

Standards Assessed	Key Assignments
RC 2.5 directions for mechanical device RC 2.7 unity, coherence, logic	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Technical Document

Weeks 1-3:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials

RC 2.1 compare and contrast consumer materials
RC 2.3 similarities and differences
RC 2.5 directions for mechanical device
RC 2.7 unity, coherence, logic
 	
Student Objectives
 	
RC 2.1 SWBAT
• identify the purpose of a consumer document and its parts.
RC 2.3 SWBAT
• compare and contrast the sections of two or more consumer documents (i.e., their organization and how the ideas are presented in contrast to one another).
RC 2.5 SWBAT
• Identify and define the purpose of a device
• Identify key details that explain how a device works
RC 2.7 SWBAT
• analyze logic, including
  ○ identify author's position
  ○ what contradicts author's supporting points
• analyze internal consistency, including
  ○ What the text does & does not explain
• analyze structural patterns, including
  ○ purpose of including specific details
	• comparing two or more consumer documents
	• compare and contrast
	• comprehension of/ following written directions for complex mechanical devices
	• author's logic
	• structural patterns; purpose of
		• features
		• elements
		• consumer
		• consumer materials
		• documents
		• warranties
		• contracts
		• product information
		• instruction manuals consumer
		• advertisement
		• purpose
		• product label
		• style
		• similarities
		• differences
		• texts
		• treatment of ideas
		• scope of ideas
		• organization of ideas
		• extent
		• generally
		• for which…
		• subjects
		• appropriate
		• directly
		• variation
		• complex mechanical device
		• technical directions
		• main support
		• position
		• statements
		• supporting points
		• methods
		• unity of text
		• coherence of text
		• logic of text
		• internal consistency of text
		• structural patterns of text
			Interactive Reader pp 374-383
			• "Reading an Application"
			• "Reading a Public Notice"
			• "Reading a Web Page"
			• "Reading Technical Directions"
			• "Reading Product Information: Warranties"
			• "Reading a Train Schedule"
				See supplemental Text Support at the end of this document.
				
				RC 2.1
				• p. 16
				
				RC 2.3
				• p. 17
				
				RC 2.5
				• p. 17
				
				RC 2.7
				• p. 18

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Pacing Guide for Core English Language Arts Grade 8

Semester 2—Benchmark Period 3

Weeks 4-6:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RC 2.3 similarities and differences RC 2.4 summary RC 2.7 unity, coherence, logic WA 2.6 Technical Document **Student Objectives** RC 2.4 SWBAT • determine that a summary captures the main idea of a piece of writing. • identify proper or improper support of the main idea in a document. RC 2.7 SWBAT • evaluate the unity of text. WA 2.6 SWBAT • Write technical documents that identify the sequence of activities needed to design a system or operate a tool.	• summary • main idea and support • unity in text • write technical documents	• original text • summary • accurately • main ideas • critical details • underlying meaning • most accurate • purpose • consumer • main support • position • statements • supporting points • methods • unity of text • coherence of text • logic of text • internal consistency of text • structural patterns of text • sequence • formatting • headings	Interactive Reader pp 350-373 • Reading a Magazine Article • Reading a Textbook • Reading Graphs • Reading a Transit Map • Reading a diagram • Main Idea & Supporting Detials • Problem & solution • Sequence • Cause & Effect • Comparison & Contrast • Argument • Reading in the Content Areas	See supplemental Text Support at the end of this document. RC 2.3 • p. 17 RC 2.4 • p. 17 RC 2.7 • p. 18

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Pacing Guide for Core English Language Arts Grade 8

Semester 2—Benchmark Period 4

Standards Assessed	Key Assignments
RC 2.6 Use information from workplace documents RL 3.6 Interpret lit w/lit devices	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Business Letter

Weeks 7-9:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RC 2.6 Use information from workplace documents WC 1.4 Edit for correct grammar WC 1.5 Use correct punctuation and capitalization WC 1.6 Use correct spelling conventions WA 2.5 Business letter	• making inferences • comprehension of workplace documents • write business letters	• memo/memorandum • business letter • policy • employer/employee • greeting/salutation • closing • inside address • business address • letterhead • indent • colon • succinct • intended audience		See supplemental Text Support at the end of this document. RC 2.6 • p. 18
Student Objectives				
RC 2.6 SWBAT • locate and use information to solve a problem from workplace documents. WA 2.5 SWBAT • Write a business letter that o presents information with a purpose o meets the needs of the intended audience.				

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Semester 2—Benchmark Period 4

Weeks 10-12:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials

RW 1.1 literary devices
RL 3.1 characteristics of poetry
RL 3.6 Interpret lit w/lit devices
 	
Student Objectives
 	
RW 1.1 SWBAT
• identify and explain literary devices
  ○ idioms
  ○ analogies
  ○ metaphors
  ○ similes
• infer literal and figurative meanings of phrases that use literary devices
RL 3.1 SWBAT
• identify the purposes & characteristics of different forms of poetry (e.g., narrative, ballad, ode, lyric, epic, elegy, sonnet,)
• identify rhyming patterns in poetry.
RL 3.6 SWBAT
• identify & explain literary devices
  ○ metaphor
  ○ symbolism
  ○ dialect
  ○ irony
• interpret text with literary devices
	• figurative language
	• literal & figurative meanings
	• poetry characteristics
	  ○ ballad
	  ○ narrative
	  ○ ode
	  ○ lyric
	  ○ epic
	  ○ elegy
	  ○ sonnet
	• rhyme scheme
	• structure of poems (compare & contrast)
		• idiom
		• analogy
		• metaphor
		• simile
		• term
		• symbol
		• pun
		• literal
		• figurative
		• rhythm
		• interpret
		• symbol/ symbolism
		• dialect
		• irony
		• relationship among
		• purposes of different forms of poetry
		• characteristics of different forms of poetry
		• rhyme, rhyme scheme
		• line
		• stanza
		• couplet
		• ballad
		• narrative
		• ode
		• lyric
		• epic
		• elegy
		• sonnet
		• speaker
			"Mother to Son" and "Speech to the Young", pp. 192-196
			"The Charge of the Light Brigade", pp. 197-201
			"Simile: Willow and Ginkgo" and "A Loaf of Poetry", pp. 215-219
			"I Stepped from Plant to Plank" and "Child on Top of a Greenhouse", pp. 296-300
			"Fear" and "Identity", pp. 367-373
			"Stopping by Woods on a Snowy Evening", pp. 390-393
			"Legacies / the drum / Choices", pp. 417-421
			"A Journey " and "Knoxville, Tennessee", pp. 422-425
			"Southbound on the Freeway" and "who knows if the moon's", pp. 587-591
			"The Ballad of the Harp-Weaver", pp. 647-653
			**"Paul Revere's Ride", pp. 716-722
				See supplemental Text Support at the end of this document.
				
				RL 3.1
				• p. 19
				
				RL 3.6
				• p. 23

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Semester 2—Benchmark Period Final

Standards Assessed		Key Assignments
RW 1.1 literary devices RC 2.1 compare & contrast RC 2.3 organization of ideas RC 2.4 analyze summary RC 2.5 technical directions	RC 2.6 consumer documents RC 2.7 unity, coherence, logic RL 3.1 poetry forms WA 2.4 Persuasive Essay	• Assignments to be determined by each site in order to assess comprehension of key concepts. • Persuasive Essay (in-class timed writing)

Weeks 13-15:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
RW 1.1 literary devices RL 3.1 characteristics of poetry WA 2.4 persuasive essay **Student Objectives** Review & re-teach standards taught during 1A and 1B; focus on areas of greatest need RW 1.1 SWBAT • interpret a poem using idioms, analogies, metaphors, similes RL 3.1 SWBAT • identify the characteristics of different forms of poetry (e.g., narrative, ballad, ode, lyric, epic, elegy, sonnet,) • identify rhyming patterns in poetry.	To be determined. review of previous concepts—focus on areas of greatest need	• idiom • analogy • metaphor • simile • term • symbol • pun • literal • figurative • rhythm • relationship among • purposes of different forms of poetry • characteristics of different forms of poetry • rhyme, rhyme scheme • line • stanza • couplet • ballad • narrative • ode • lyric • epic • elegy • sonnet • speaker	"Mother to Son" and "Speech to the Young", pp. 192-196 "The Charge of the Light Brigade", pp. 197-201 "Simile: Willow and Ginkgo" and "A Loaf of Poetry", pp. 215-219 "I Stepped from Plant to Plank" and "Child on Top of a Greenhouse", pp. 296-300 "Fear" and "Identity", pp. 367-373 "Stopping by Woods on a Snowy Evening", pp. 390-393 "Legacies / the drum / Choices", pp. 417-421 "A Journey " and "Knoxville, Tennessee", pp. 422-425 "Southbound on the Freeway" and "who knows if the moon's", pp. 587-591 "The Ballad of the Harp-Weaver", pp. 647-653 **"Paul Revere's Ride", pp. 716-722	See supplemental Text Support at the end of this document. RC 2.1 • p. 16 RC 2.3 • p. 17 RC 2.5 • p. 17 RC 2.4 • p. 17 RC 2.6 • p. 18 RC 2.7 • p. 18 RL 3.1 • p. 19

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

Semester 2—Benchmark Period Final

Week 16-end:

Standards Taught	Key Concepts	Academic Vocabulary	Suggested Works	Instructional Materials
Review of standards covered during 2A and 2B teaching period. **Student Objectives** Review & re-teach standards taught during 1A and 1B; focus on areas of greatest need WA 2.4 SWBAT • write a timed (in-class) persuasive essay that o makes a clear judgment/argument o supports argument with evidence, examples & reasoning o anticipates reader concerns & counterarguments	To be determined. review of previous concepts—focus on areas of greatest need	review as needed • thesis • judgment • argument • counterargument • evidence • examples • reasoning • support • fact opinion • details • anticipate	**Harriet Tubman" pp. 756 – 768 ***The Outsiders* - Novel	See supplemental Text Support at the end of this document.

Standards to be covered recursively: RW 1.3 context clues & patterns, WC 1.3 sentence structure, WC 1.4 grammar, WC 1.5 punctuation & capitalization, WC 1.6 spelling
**Required text

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RW 1.3***	Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	**CSM** pp. 191-193, 264 **UARB** Reteaching Resource: pp. 6.7 – 6.9 **LOL** Vocabulary Handbook, pp. R20 and R26 **LOL** Literature Selection "Ransom of Red Chief", pp. 69 – 81 and 82 - 83 "Flowers for Algernon", pp. 220 – 247 and 248 - 249 "Harriet Tubman", pp. 756 - 768 **AL** CD 2, "Ransom of Red Chief", Track 3 – 20:56 minutes CD 5, "Flowers for Algernon", part 1 of 2, Track 9, – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes CD 16, "Harriet Tubman", Track 5 – 21:10 minutes **RB** Unit 1, Informal Language – Idioms and Slang, p. 44 Unit 1, Understanding Specialized Vocabulary, p. 77 Unit 2, Using Context Clues, p. 54 Unit 5, Homonyms and Words with Multiple Meanings, p. 94 **VSB** Lesson 1, Context Clues , pp. 1-2 Lesson 2, Restatement and Example Clues , pp. 3-4 Lesson 3, Definition and Example Clues, pp. 5-6 Lesson 4, Comparison and Contrast Clue, pp. 7-8 Lesson 5, General Context Clues, pp. 9-10 Lesson 21, Specialized Vocabulary, pp. 41-42 Lesson 22, Specialized Vocabulary, pp. 43-44 Lesson 23, Specialized Vocabulary, pp. 45-46 **LN** Communicating in the Information Age: Chapter 29, Lesson 6, pp. 531-533 Chapter 33, Lesson 2, pp. 587-589 Chapter 33, Lesson 3, pp. 590-593 Chapter 33, Lesson 4, pp. 594-595 Chapter 33, Lesson 5, pp. 596-597 Chapter 33, Student Help Desk, pp. 598-599 **LT** Vocabulary Concept, pg. 53 Word Wheel, pg. 54 Context Clues: Definition and Overview, pg. 55 Context Clues: Compare and Contrast, pg. 56 Context Clues: Cause and Effect, pg. 57 Context Clues: Examples, pg. 58 Context Clues: Figurative Language, Idioms, and Slang, pg. 59 Roots and Affixes, pg. 60 Prefixes, pg. 61 Suffixes, pg. 62 Word Origins, pg. 63 Analogies, pg. 64 Synonyms and Antonyms, pg. 65 Denotation and Connotation, pg. 66

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Standard #	Standard Description	Text Support
RC 2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	**CSM** pp. 194-195 and 285 **UARB** Reteaching Resource, pp. 6.10-6.11 **LOL** Reading for Information, pp. S12-S19 Literature Selection "Ive Been Rooked", pp. 363-366 "The Enormous Crocodile", pp. 571-573 Reading Handbook Reading for Different Purposes, pp. R2-3 Reading for Information, pp. R4-R5 Functional Reading, pp. R15-R19 **RB** Unit 3, "I've Been Rooked", pp. 18 and 19 Unit 4, "The Enormous Crocodile", pg. 18 **IR** Reading a Magazine Article, pp. 350-351 Reading a Transit Map, pg. 355 Reading an Application, pp. 374-375 Reading technical directions, pp. 380-381 Product Information: Warranties, pg. 382 Reading a Train Schedule, pg. 383 **LN** Chapter 28: Finding Information Lesson 3: Using Reference Materials, pp. 510-511 Chapter 32: Learning About Media Lesson 1: Comparing Media, pp. 572-574 **Outside Resources** Variety of Instructional manuals
RC 2.2	Analyze text that uses proposition and support patterns	**CSM** pp. 196-197, 265 **UARB** Reteaching Resource: pp 6.12 -6.13 **LOL** Reading Handbook, pp. R6 and R11 – R14 Literature Selection "One Million Volumes", pp. 852 – 860 **AL** CD 18, "One-Million Volumes", Track 4 – 9:45 minutes **IR** "One Million Volumes", pp. 338 – 347 **RB** Unit 5, Main Idea and Supporting Details, pg. 79 **LN** Quick-Fix Editing Machine, Adding Supporting Details, p. 304 Essential Writing Skills, Chapter 17, Lesson 1, pp. 382-383 Essential Writing Skills, Chapter 17, Lesson 2, pp. 384-385 Essential Writing Skills, Chapter 17, Lesson 3, pp. 386-387 Essential Writing Skills, Chapter 17, Lesson 4, pp. 388-389 Writing Workshops, Chapter 25, Persuasion, pp. 464-473 Communicating in the Information Age: Chapter 30, Lesson 1, pp. 540-542 Chapter 30, Lesson 2, pp. 543-544 Chapter 30, Lesson 3, pp. 545-546 Chapter 30, Lesson 4, pp. 547-549 Chapter 30, Lesson 5, pp. 550-551 Chapter 30, Student Help Desk, pp. 552-553 **RCTT** Organizing Your Writing, pg. 10 Elaboration, pg. 12 Drawing Conclusions, pg. 13 Problem-Solution Chart, pg. 43 **LAT** Patterns of Organization, pg. 12 Main Idea/Supporting Details, pg. 13 Persuasive Techniques, pg. 16

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RC 2.3	Find similarities and differences between texts in the treatment, scope, or organization of ideas.	**CSM** pp. 198-201 and 266 **UARB** Reteaching Resource, pp. 6.14-6.17 ELD Support Lesson 19: Chronological Order, pp. 2.43-2.44 Lesson 21: Cause and Effect, pp. 2.47-2.48 Lesson 22: Compare and Contrast, pp. 2.49-2.50 **LOL** The Active Reader: Reading Nonfiction, pg. 105 Reading Handbook, pp. R2-R19 **IR** "Modern Cowboys", pg. 351 Sequence, pp. 360-361 **LAT** Patterns of Organization, pg. 12 Main Idea/Supporting Details, pg. 13 Persuasive Techniques, pg. 16 **RCTT** Main Idea and Supporting Details, pg. 24 Patterns of Organizations, pg. 25 Distinguishing Fact from Opinion, pg. 26 Persuasive Techniques, pg. 27
RC 2.4	Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	**CSM** pp. 202-203 and 266 **UARB** Reteaching Resource, pp. 6.18-6.19 ELD Support: Lesson 29: Summarizing, pp. 2.63-2.64 **LOL** Literature Selection "Paul Bunyan and Babe, The Blue Ox", pp. 933-937 **LN** Chapter 29, Lesson 3: Taking Notes, pp. 524-526 **RCTT** Paraphrasing, pg. 17 Summarizing, pg. 18
RC 2.5***	Understand and explain the use of a complex mechanical device by following technical directions	**CSM** pp. 203-204, 266 **UARB** Reteaching Resource: pp. 6.19-6.20 **LOL** Reading Handbook, pg. R16 Literature Selection "Internet Article: I've Been Rooked", pp. 363-366 "The Enormous Crocodile", pp. 571-573 **RB** Unit 3, Active Reading SkillBuilder, pp. 18-19 Unit 4, Active Reading SkillBuilder, pp. 18-19

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RC 2.6***	Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	**CSM** pp. 204, 266 **UARB** Reteaching Resource: pg. 6.20 **LOL** Reading Handbook, pp. R3 and R15-R19 Writing Handbook , pp. R60 – R63 Literature Selection "Internet Article: I've Been Rooked", pp. 363-366 "The Enormous Crocodile", pp. 571-573 **IR** Reading an Application, pp. 374-375 Reading a Public Notice, pp. 376-377 Reading a Web Page, pp. 378-379 Product Information, pg. 382 Reading a Train Schedule, pg. 383 **RB** Unit 3, Active Reading SkillBuilder, pp. 18-19 Unit 4, Active Reading SkillBuilder, pp. 18-19 **LN** Writing Workshop, Chapter 27, Finding Information, pp. 490-491 Communicating in the Information Age: Chapter 28, Lesson 3, Using Reference Materials, pp. 510-511 Chapter 28, Lesson 4, Using the World Wide Web, pp. 512-513 Chapter 28, Lesson 5, Choosing and Evaluating Sources, pp. 514-515 Chapter 29, Lesson 1, Reading for Information, pp. 520-521 Chapter 29, Lesson 2, Understanding Visuals, pp. 522-523 **RCTT** Using Statistical Tables, pg. 29 Using Line Graphs, pg. 30 Using Bar Graphs, pg. 31 Using Pie Charts, pg. 32
RC 2.7***	Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	**CSM** pp. 205-207, 267 **UARB** Reteaching Resource: pp. 6.21-6.23 **LOL** Reading Handbook, pp. R4-R14 Literature Selections "The Great Rat Hunt", pp. 106 - 117 Writing Workshop Cause-and-Effect Essay, pp. 433-435 Eyewitness Report, pp. 615-618 Analyzing a Story, pp. 694-698 Research Report, pp. 818-824 **AL** CD 3, Track 3 – 22:27 minutes **IR** Main Idea and Supporting Details, pg. 358 **RB** Unit 1, Active Reading SkillBuilder, pg. 55 **LN** Essential Writing Skills: Chapter 16, pp. 366-379 Communicating in the Information Age: Chapter 30, Lesson 1, pp. 540-542 Chapter 30, Lesson 2, pp. 543-544 Chapter 30, Lesson 3, pp. 545-546 Chapter 30, Lesson 4, pp. 547-549 Chapter 30, Lesson 5, pp. 550-551 Chapter 30, Student Help Desk, pp. 552-553 **RCTT** Achieving Unity, pg. 8 Drawing Conclusions, pg. 13 **WT** Achieving Unity, pg. 8 **Outside Resource Ideas:** 6+1 Writing Traits and Materials Articles on: Social Networking, Editorials, Famous speeches, State of the Union speeches, Sunflower Project, etc.

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RL 3.1	Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet, free verse, narrative).	**CSM** pp. 208-211 and 269 **UARB** Reteaching Resource, pp. 6.24-6.27 Getting into the Selection: "Mother to Son" and "Speech to the Young", pg. 1.15 "The Charge of the Light Brigade", pg. 1.16 "Simile: Willow and Ginkgo" and "A Loaf of Poetry", pg. 1.18 "Fear" and "Identity", pg. 1.21 "Stopping by Woods on a Snowy Evening", pg. 1.23 "Legacies / the drum / Choices", pg. 1.25 "A Journey " and "Knoxville, Tennessee", pg. 1.26 "Southbound on the Freeway" and "who knows if the moon's", pg. 1.31 "The Ballad of the Harp-Weaver", pg. 1.33 "Paul Revere's Ride", pg. 1.37 **LOL** Learning the Language of Literature: Poetry, pp. 187-190 Literature Selection "Mother to Son" and "Speech to the Young", pp. 192-196 "The Charge of the Light Brigade", pp. 197-201 "Simile: Willow and Ginkgo" and "A Loaf of Poetry", pp. 215-219 "I Stepped from Plant to Plank" and "Child on Top of a Greenhouse", pp. 296-300 "Fear" and "Identity", pp. 367-373 "Stopping by Woods on a Snowy Evening", pp. 390-393 "Legacies / the drum / Choices", pp. 417-421 "A Journey " and "Knoxville, Tennessee", pp. 422-425 "Southbound on the Freeway" and "who knows if the moon's", pp. 587-591 "The Ballad of the Harp-Weaver", pp. 647-653 "Paul Revere's Ride", pp. 716-722 **IR** "Mother to Son" and "Speech to the Young", pp. 76-81 "Stopping by Woods on a Snowy Evening", pp. 162-167 "Legacies / the drum / Choices", pp. 168-175 "Paul Revere's Ride", pp. 282-297 **UR** Unit 2, "The Charge of the Light Brigade", pp. 6-7 Unit 2, "Simile: Willow and Ginkgo" and "A Loaf of Poetry", pp. 17-18 Unit 2, "I Stepped from Plant to Plank" and "Child on Top of a Greenhouse", pp. 52-53 Unit 3, "Fear" and "Identity", pp. 20-21 Unit 3, "Stopping by Woods on a Snowy Evening", pp. 29-32 Unit 3, "Legacies / the drum / Choices", pp. 41-42 Unit 3, "A Journey " and "Knoxville, Tennessee", pp. 43-44 Unit 4, "Southbound on the Freeway" and "who knows if the moon's", pp. 27-28 Unit 4, "The Ballad of the Harp-Weaver", pp. 62-63 Unit 5, "Paul Revere's Ride", pp. 4-5 **LAT** Form in Poetry: Rhyme and Meter, pg. 17 Form in Poetry: Blank and Free Verse, pg. 18 Poetry: Speaker, pg. 21 **Outside Resources** Shakespeare Sonnets

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Standard #	Standard Description	Text Support
RL 3.2***	Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	**CSM** pp. 212-214, 269 **UARB** Reteaching Resource: pp. 6.28 – 6.30 ELD Support: Lesson 9: Stages of Plot, pp. 2.23-2.24 Lesson 10: Foreshadowing, pg. 2.25-2.26 Getting into the Selection: "Raymond's Run", pg. 1.8 "Stop the Sun", pg. 1.9 "The Diary of Anne Frank", pg. 1.28 "The Monkey's Paw", pg. 1.36 **LOL** Learning the LOL: FICTION, pp. 17 – 20 Learning the LOL: PLOT, pp. 439 – 442 Active Reader: Skills and Strategies, pg. 443 Literature Selection "Raymond's Run", pp. 32 – 43 "Stop the Sun", pp. 48 - 58 "The Diary of Anne Frank", pp. 447 – 514 "The Monkey's Paw", pp. 680 - 691 Writing Workshop: Response to Literature, pp. 94 - 98 **IR** "Raymond's Run", pp. 2 – 19 "The Diary of Anne Frank: Act 1 only", pp. 176 – 229 "The Monkey's Paw", pp. 260 - 281 **AL** CD 1, "Raymond's Run", Track 3 – 20:07 CD 1, "Stop the Sun", Track 4 – 18:12 CD 10,"The Diary of Anne Frank" (Part 1 of 2), Track 2 – 48:00 CD 11,"The Diary of Anne Frank" (Part 2 of 2), Track 2 – 70:15 CD 15,"The Monkey's Paw", Track 3 – 26:22 **RB** Unit 1, "Raymond's Run", pp. 14 -20 Unit 1, "Stop the Sun", pp. 23-26 Unit 3, "The Diary of Anne Frank", pp. 54- 63 Unit 5, "The Monkey's Paw", pp. 79 - 85 **RCTT** Predicting, pg. 2 Cause and Effect, pg. 3 Story Mapping, p. 15 Spider Map/Mind Map, p 37 **LAT** Elements of Storytelling, pg. 1 Plot, pg. 5 Setting, pg. 6 Theme, pg. 7 Conflict, pg. 8 Narrator and Point of View, pg. 22 Tone, pg. 25 Mood, pg. 26 Foreshadowing, pg. 28 Flashback, pg. 29 **Outside Resource Ideas:** Plot Diagram (Freytag's Diagram)

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RL 3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	**CSM** pp. 215-218 and 270 **UARB** Reteaching Resource, pp. 6.31-6.34 ELD Support: Lesson 11: Types of Conflict, pp. 2.27-2.28 Lesson 14: Types of Characters, pp. 2.33-2.34 Lesson 15: Character Traits and Motives, pp. 2.35-2.36 Lesson 16: Characterization, pp. 2.37-2.38 **LOL** Learning the Language of Literature: Character, pg. 19 Character and Setting, pp. 329-331 Conflict and Character Change, pg. 441 Literature Selection "Flowers for Algernon", pp. 220 – 247 "The Treasure of Lemon Brown", pp. 334-345 **AL** CD 5, "Flowers for Algernon", part 1 of 2, Track 9, – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes CD 8, "The Treasure of Lemon Brown", Track 2 – 18:44 **IR** "Flowers for Algernon", pp. 82-127 "The Treasure of Lemon Brown", pp. 144-161 **RB** Unit 3, "The Treasure of Lemon Brown", Dynamic and Static Characters, pg. 6 **LAT** Static and Dynamic Characters, pg. 2 Analyzing Character, pg. 3 Characterization, pg. 4 Cross-Cultural Comparisons, pg. 32
RL 3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	**CSM** pp. 219-221 and 270 **UARB** Reteaching Resource: pp. 6.35-6.37 ELD Support: Lesson 6: Tone and Mood, pp. 2.17-2.18 Lesson 17: Setting, pp. 2.39-2.40 **LOL** Learning the Language of Literature: Setting, pg. 20 Setting and Mood, pp. 332 Mood and Tone, pp. 621-622 Literature Selection "The Tell-Tale Heart", pp. 624-633 "The Monkey's Paw", pp. 680-691 **AL** CD 14, "The Tell-Tale Heart", Track 2 – 12:46 CD 15, The Monkey's Paw", Track 3 – 26:22 **IR** "The Tell-Tale Heart", pp. 247-259 "The Monkey's Paw", pp. 261-281 **RB** Unit 4, "The Tell-Tale Heart", pp. 48-49 Unit 4, "The Monkey's Paw", pp. 80-81 **LAT** Setting, pg. 6 Tone, pg. 25 Mood, pg. 26

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RL 3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	**CSM** pp. 222-223 and 270 **UARB** Reteaching Resource: pp.6.38-6.39 ELD Support: Lesson 12: Theme, pp. 2.29-2.30 Lesson 13: More about Theme, pp. 2.31-2.32 **LOL** Literature Selection "Raymond's Run", pp. 32 – 43 "Stop the Sun", pp. 48 - 58 "Flowers for Algernon", pp. 220 – 247 "The Diary of Anne Frank", pp. 447 – 514 "Block Party", pp. 830 – 838 "Pecos Bill", pp. 959 – 965 **AL** CD 1, "Raymond's Run", Track 3 – 20:07 CD 1, "Stop the Sun", Track 4 – 18:12 CD 5, "Flowers for Algernon", part 1 of 2, Track 9, – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes CD 10,"The Diary of Anne Frank" (Part 1 of 2), Track 2 – 48:00 CD 11,"The Diary of Anne Frank" (Part 2 of 2), Track 2 – 70:15 CD 18, "Block Party", Track 2 – 7:23 CD 20, "Pecos Bill", Track 5 – 13:26 **IR** "Raymond's Run", pp. 2 – 19 "The Diary of Anne Frank: Act 1 only", pp. 176 – 229 **RB** Unit 1, "Stop the Sun", Theme, pg. 25 Unit 2, "Flowers for Algernon", Theme, pg. 22 Unit 5, "Block Party", Theme, pg. 64 Unit 6, "Pecos Bill", Theme, pg. 26 **LAT** Theme, pg. 7

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RL 3.6***	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	**CSM** pp. 224-227, 271 **UARB** Reteaching Resource: pp. 6.40 – 6.43 ELD Support: Lesson 7: Figurative Language, pp. 2.19-2.20 **LOL** Learning the Language of Literature: Imagery and Figurative Language, pg. 190 Mood and Tone, pp. 621 – 622 Glossary of Literary and Reading Terms: pp. R129, R131, R132, R134, R137, R139 Literature Selection Any Poetry Selections, Refer to xxiv for a list "The Ransom of Red Chief", pp. 69 – 81 (Irony) "The Tell-Tale Heart", pp. 624 - 633 "One Million Volumes", pp. 852 – 860 "Pecos Bill", pp. 959 – 965 **IR** "The Ransom of Red Chief", pp. 36 – 57 "Mother to Son", pp. 76 – 81 "Stopping by Woods on a Snowy Evening", pp. 162 – 167 "Legacies", "the drum", "Choices", pp 168 – 175 "The Tell-Tale Heart", pp. 246 – 259 "One Million Volumes", pp. 338 – 347 **AL** CD 2, "Ransom of Red Chief", Track 3 – 20:56 minutes CD 14, "The Tell-Tale Heart", Track 2 – 12:46 minutes CD 18, "One Million Volumes", Track 4 – 9:45 minutes CD 20, "Pecos Bill", Track 5 – 13:26 **RB** Unit 1, "Ransom of Red Chief", Irony, pg. 39 Unit 4, " The Tell-Tale Heart", Mood, Setting Tone, pp. 48 – 49 **LN** Grammar, Usage, and Mechanics Quick-Fix Editing Machine, Using Figurative Language, pg. 307 Essential Writing Skills: Chapter 17, Lesson 2, Using Description, pp. 384 – 385 Chapter 19, Lesson 1, What Is Style, pp. 410 – 411 Chapter 19, Lesson 2, Levels of Language, pp. 412 – 413 Chapter 19, Lesson 3, Word Choice, pp. 414 – 415 Chapter 19, Lesson 4, Figurative Language, pp. 416 – 417 Chapter 19, Lesson 5, Tone and Voice, pp. 418 – 419 Chapter 19, Student Help Desk, pp. 420 – 421 **VSB** Vocabulary, Lesson 29, Idioms, pp. 57 – 58 Vocabulary, Lesson 30, Similes and Metaphors, pp. 59 – 60 **RCTT** Levels of Language, pg. 13 Effective Language, pg. 14 Sensory Words List, pg. 15 Figurative Language and Sound Devices, pg. 16 **LT** Context Clues: Figurative Language, Idioms, and Slang, pg. 59 **WT** Figurative Language and Sound Devices, pg. 16

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RL 3.7***	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	**CSM** pp. 228, 267 **UARB** Reteaching Resource: pp. 6.44 – 6.45 Getting into the Selection "The Great Rat Hunt", pg. 1.11 "from All but My Life", pg. 1.30 "Block Party", pg. 1.42 **LOL** Literature Selection "The Great Rat Hunt", pp. 106 -117 "from All but My Life", pp. 522 – 527 "Block Party", pp. 830 – 838 **AL** CD 3, "The Great Rat Hunt", Track 2 – 22:27 CD 12, "from All but My Life", Track 3 – 11:46 CD 18, "Block Party", Track 2 – 7:23 **RB** Unit 1, "The Great Rat Hunt", pp. 56 -57 Unit 5, "Block Party", pp. 62 – 68 **LN** Writing Workshop, Analyzing a Story, pp. 440 – 444

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WC 1.1	Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	**CSM** pg. 243 **UARB** Reteaching Resource: pp.6.59 Basic Grammar: Lesson 2: Kinds of Sentences, pp. 3.15-3.16 Lesson 23: Independent and Dependent Clauses and Fragments, pp. 3.57-3.58 Lesson 24: Simple and Compound Sentences and Run-ons, pp. 3.59-3.60 Lesson 25: Complex Sentences, pp. 3.61-3.62 Lesson 26: Placement of Dependent Clauses, pp. 3.63-3.64 **LOL** Grammar Handbook Writing Complete Sentences, pp. R75-R76 Phrases and Clauses, pp. R89-R91 The Structure of Sentences, pp. R92-R93 **LN** Chapter 1: Sentence Parts Lesson 6: Kinds of Sentences, pp. 16-17 Grammar in Literature, pp. 28-29 Chapter 7: Verbals Lesson 1: Gerunds and Gerund Phrases, pp. 170-171 Lesson 2: Participles and Participial Phrases, pp. 172-174 Lesson 3: Infinitives and Infinitive Phrases, pp. 175-177 Grammar in Literature, pp. 178-179 Mixed Review, pg. 180 Mastery Test, pg. 181 Student Help Desk, pp. 182-183 Chapter 8: Sentence Structure, pp. 184-185 Lesson 1: What Is a Clause?, pp. 186-188 Lesson 2: Simple and Compound Sentences, pp. 189-191 Lesson 3: Complex Sentences, pp. 192-193 Lesson 4: Kinds of Dependent Clauses, pp. 194-197 Lesson 5: Compound-Complex Sentences, pp. 198-199 Grammar in Literature, pp. 200-201 Mixed Review, pg. 202 Mastery Test, pg. 203 Student Help Desk, pp. 204-205 Chapter 13: Crafting Sentences Lesson 1: Expanding Sentences, pp. 330-331 Lesson 2: Combining Complete Sentences, pp. 332-333 Lesson 3: Combining Sentence Parts, pp. 334-335 Student Help Desk, pp. 340-341 Chapter 18: Revising Sentences Lesson 3: Varying Sentence Structure, pp. 402-403 Lesson 4: Varying Sentence Length, pp. 404-405 Chapter 19: Style and Effective Language Lesson 1: What is Style?, pp. 410-411 Lesson 2: Levels of Language, pp. 412-413 Lesson 3: Word Choice, pp. 414-415 Lesson 4: Figurative Language, pp. 416-417 Lesson 5: Tone and Voice, pp. 418-419 Student Help Desk, pp. 420-421 **GUMB** Chapter 1: The Sentence and Its Parts Lesson 6: Kinds of Sentences, pp. 19-21 Chapter 7: Verbals Lesson 1: Gerunds and Gerund Phrases, pp. 139-141 Lesson 2: Participles and Participial Phrases, pp. 142-144 Lesson 3: Infinitives and Infinitive Phrases, pp. 145-147 Chapter 8: Sentence Structure Lesson 1: What Is a Clause?, pp. 148-150 Lesson 2: Simple and Compound Sentences, pp. 151-153 Lesson 3: Complex Sentences, pp. 154-156 Lesson 4: Kinds of Dependent Clauses, pp. 157-159 Lesson 5: Compound-Complex Sentences, pp. 160-162\

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WC 1.2	Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	**CSM** pg. 244 **UARB** Reteaching Resource pg. 6.60 **LOL** Grammar Handbook, pg.R91
WC 1.3***	Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	**CSM** pp. 245 **UARB** Reteaching Resource: pg. 6.61 Getting into the Selection "from Lincoln: A Photobiography", 1.40 **LOL** Grammar Handbook, pp R89-R93 Literature Selection "from Lincoln: A Photobiography", pp. 769-778 **AL** CD 17, "from Lincoln: A Photobiography", Track 2 – 15:55 **RB** Unit 5, "from Lincoln: A Photobiography", Grammar SkillBuilder pg. 33 **GUMB** Chapter 6: Prepositions, Conjunctions, and Interjections, pp. 127-138 Chapter 7: Verbals and Verbal Phrases, pp. 139-147 Chapter 8: Sentence Structure, pp. 148-162 **LN** Grammar, Usage, and Mechanics: Chapter 6: Prepositions, Conjunctions, and Interjections, pp. 150-167 Chapter 7: Verbals and Verbal Phrases, pp. 268-183 Chapter 8: Sentence Structure, pp. 184-204
WC 1.4***	Edit written manuscripts to ensure that correct grammar is used.	**CSM** pg. 246 **UARB** Reteaching Resource: pg. 6.62 **LOL** Writing Handbook, pp. R33-R34 Grammar Handbook, pp. R70-R71, R75-R93 Literature Selection "Flowers for Algernon", pp. 220 – 249 **AL** CD 5, "Flowers for Algernon", part 1 of 2, Track 9, – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes **GUMB** Chapter 1: The Sentence and Its Parts, pp. 1-30 Chapter 2: Nouns, pp. 31-48 Chapter 3: Pronouns, pp. 49-78 Chapter 4: Verbs, pp. 79-105 Chapter 5: Adjectives and Adverbs, pp. 106-126 Chapter 9: Subject-Verb Agreement, pp. 163-177 **LN** Grammar, Usage, and Mechanics: Chapter 1: The Sentence and Its Parts, pp. 4-33 Chapter 2: Nouns, pp. 34-55 Chapter 3: Pronouns, pp. 56-89 Chapter 4: Verbs, pp. 90-123 Chapter 5: Adjectives and Adverbs, pp. 124-149 Chapter 9: Subject-Verb Agreement, pp. 206-227 **LT** Grammar Transparencies, pp. 29-52

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Standard #	Standard Description	Text Support
WC 1.5***	Use correct punctuation and capitalization	**CSM** pg. 246 **UARB** Reteaching Resource: pg. 6.62 **LOL** Grammar Handbook, pp. R72-R73, R74-R75, R94-R97 Literature Selection "Flowers for Algernon", pp. 220 – 249 **AL** CD 5, "Flowers for Algernon", part 1 of 2, Track 9, – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes **GUMB** Chapter 10: Capitalization, pp. 178-189 Chapter 11: Punctuation, pp. 190-213 **LN** Grammar, Usage, and Mechanics: Chapter 10: Capitalization, pp. 228-247 Chapter 11: Punctuation, pp. 248-275
WC 1.6***	Using correct spelling conventions.	**CSM** pg. 247 **UARB** Reteaching Resource: pg. 6.63 **LOL** Spelling Handbook, pp. R28-R31 Literature Selection "Flowers for Algernon", pp. 220 – 249 **AL** CD 5, "Flowers for Algernon", part 1 of 2, Track 9 – 43:21 minutes CD 6, "Flowers for Algernon", part 2 of 2, Track 2– 42:01 minutes **LN** Resources: Spelling, pp. 648-661 **VSB** Spelling Lessons: pg 91 Lessons 1-32, pp. 93-156

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WS 1.1***	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	**CSM** pg. 230 **UARB** Reteaching Resource: pg. 6.46 **LOL** Writing Handbook: Writing Process, pp. R36-R54 and R64-R69 Writing Workshops: Response to Literature, pp. 94-99 Autobiographical Incident, pp. 174-179 Character Sketch, pp. 310-315 Cause-and-Effect Essay, pp. 432-437 Comparison-and Contrast Essay, pp. 536-541 Eyewitness Report, pp. 614-619 Analyzing a Story, pp. 694-699 Research Report, pp. 818-825 **RB** Unit 1, Writing Workshop: Response to Literature:, pp. 45-53 Unit 1, Writing Workshop: Autobiographical Incident, pp. 92-100 Unit 2, Writing Workshop: Character Sketch:, pp. 55-63 Unit 3, Writing Workshop: Cause-and Effect Essay, pp. 45-53 Unit 3, Writing Workshop: Comparison-and Contrast Essay, pp. 65-73 Unit 4, Writing Workshop: Analyzing a Story, pp. 87-95 Unit 5, Writing Workshop: Research Report, pp. 53-62 **LN** Essential Writing Skills: Lesson 14: Building Paragraphs, pp. 343-354 Lesson 15: Organizing Paragraphs, pp. 355-366 Lesson 16: Building Compositions, pp. 367-380 Lesson 17: Elaboration, pp. 381-394 Writing Workshops: Lesson 20: Autobiographical Incident, pp. 424-431 Lesson 21: Eyewitness Report, pp. 432-439 Lesson 22: Analyzing a Story, pp. 440-447 Lesson 23: Problem-Solution Essay, pp. 448-455 Lesson 24: Comparison-Contrast Essay, pp. 456-463 Lesson 25: Persuasive Essay, pp. 464-473 Lesson 26: Short Story and Poem, pp. 474-485 Lesson 27 Research Report, pp. 486-501 **WT** Identifying Paragraphs, pg. 5 Structuring the Essay, pg. 6 Topic Sentences and Thesis Statements, pg. 7 **Outside Resource Ideas:** 6+1 Writing Traits and Materials
WS 1.2***	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	**CSM** pg. 231 **UARB** Reteaching Resource: pg. 6.47 **LOL** Writing Handbook: Writing Process, pp. R37, R38, R42, and-R46-R48 **LN** Essential Writing Skills: Lesson 14: Building Paragraphs, pp. 343-354 Lesson 15: Organizing Paragraphs, pp. 355-366 Lesson 16: Building Compositions, pp. 367-380 Lesson 17: Elaboration, pp. 381-394 **WT** Transitional Words List, pg. 9 **Outside Resource Ideas:** 6+1 Writing Traits and Materials

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WS 1.3***	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	**CSM** pg. 232 **UARB** Reteaching Resource: pg. 6.48 EL Support: pp. 2.57-2.60 **LOL** Writing Handbook: Writing Process, pp. R36-R55 Writing Workshop: Drafting, pg. 97 Drafting, pg. 177 Drafting, pg. 255 Drafting, pg. 313 Drafting, pg. 435 Drafting, pg. 539 Drafting, pg. 617 Drafting Your Essay, pg. 693 Drafting, pg. 697 Drafting, pg. 823 **RB** Unit 1, Writing Workshop: Drafting and Elaboration, pg. 46 Unit 1, Writing Workshop: Drafting and Elaboration, pg. 93 Unit 2, Writing Workshop: Drafting and Elaboration, pg. 28 Unit 2, Writing Workshop: Drafting and Elaboration, pg. 56 Unit 3, Writing Workshop: Drafting and Elaboration, pg. 46 Unit 3, Writing Workshop: Drafting and Elaboration, pg. 66 Unit 4, Writing Workshop: Drafting and Elaboration, pg. 38 Unit 4, Writing Workshop: Drafting and Elaboration, pg. 88 Unit 5, Writing Workshop: Drafting and Elaboration, pg. 53 **LN** Essential Writing Skills: Lesson 17: Elaboration, pp. 381-394 Writing Workshops: Chapter 21, Including Quotations, pg. 438 Chapter 22, Drafting, pp. 443-444 and Show, Don't Tell, pg. 446 Chapter 23, Drafting, pp. 451-452 and Check Your Thinking, pg. 454 Chapter 24, Drafting, pp. 459-460 and Student Help Desk, pp. 462-463 Chapter 25, Drafting, pp. 469-470 Chapter 26, Drafting, pp. 481-481 Chapter 27, Taking Notes, pp. 492-493 and Drafting, pg. 495 **WT** Elaboration, pg. 12 Levels of Language, pg. 13 Effective Language, pg. 14 **Outside Resource Ideas:** 6+1 Writing Traits and Materials

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WS 1.6***	Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	**CSM** pg. 234 **UARB** Reteaching Resource: pg. 6.50 ELD Support :pp. 2.55-2.56 **LOL** Writing Handbook: Writing Process, pp. R33-R34 Writing Workshops: Revising, pg. 98 Revising, pg. 178 Revising, pg. 256 Revising, pg. 314 Revising, pg. 436 Revising, pg. 540 Revising, pg. 698 Revising, pg. 824 **RB** Unit 1, Writing Workshop: Revising, Editing, and Proofreading, pg. 49 Unit 1, Writing Workshop: Revising, Editing, and Proofreading, pg. 96 Unit 2, Writing Workshop: Revising, Editing, and Proofreading, pg. 31 Unit 2, Writing Workshop: Revising, Editing, and Proofreading, pg. 59 Unit 3, Writing Workshop: Revising, Editing, and Proofreading, pg. 49 Unit 3, Writing Workshop: Revising, Editing, and Proofreading, pg. 69 Unit 4, Writing Workshop: Revising, Editing, and Proofreading, pg. 41 Unit 4, Writing Workshop: Revising, Editing, and Proofreading, pg. 91 Unit 5, Writing Workshop: Revising, Editing, and Proofreading, pg. 57 **LN** Essential Writing Skills: Chapter 12: Lesson 3, Revising, pp. 319-321 Chapter 12: Lesson 4, Editing and Proofreading, pp. 322-323 Chapter 13: Lesson 1, Expanding Sentences, pp. 330-331 Chapter 14: Lesson 3, Coherence in Paragraphs, pg. 351 Chapter 19: Lesson 19, Word Choice, pp. 414-415 Writing Workshops: Chapter 20, Editing and Proofreading, pg. 428 Chapter 21, Editing and Proofreading, pg. 436 Chapter 22, Editing and Proofreading, pg. 444 Chapter 23, Editing and Proofreading, pg. 452 Chapter 24, Editing and Proofreading, pg. 460 Chapter 25, Editing and Proofreading, pg. 470 Chapter 26, Editing and Proofreading, pp. 478 and 482 Chapter 27, Editing and Proofreading, pg. 498 **WT** Strategies for Proofreading, pg. 4 Elaboration, pg. 12 Levels of Language, pg. 13 Effective Language, pg. 14 Sensory Words List, pg. 15 Varying Sentence Openers and Closers, pg. 17 Revising Problem Sentences, pg. 18 Achieving Conciseness, pg. 19 Showing, Not Telling, pg. 20 Point of View, 21 Dialogue, pg. 22 **6+1 Writing Traits and Materials**

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