

**Al Iman Vertical
Language Arts Curriculum Map
Grades 1-8**

August and September		October		November		December	
<u>Literacy Focus</u> <u>KG:</u> Students will identify parts of books and develop phonemic awareness and sounds of letters. Students will demonstrate decoding and word recognition strategies and skills recognize upper and lower case letters of the alphabet. Students will demonstrate decoding and word recognition.	<u>Writing Focus</u> <u>N/A</u>	<u>Literacy Focus</u> Students will demonstrate decoding and word recognition Students will demonstrate an understanding of sequence of letters in the written word and recognize sight words.	<u>Writing Focus</u> <u>N/A</u>	<u>Literacy Focus</u> Students will read or begin to read: *read or attempt to read simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. Students will Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level.	<u>Writing Focus</u> <u>N/A</u>	<u>Literacy Focus</u> Students will read or begin to read: *read or attempt to read simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. Students will Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level.	<u>Writing Focus</u> <u>N/A</u>
<u>First Grade:</u> 1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle	1.02 Demonstrate decoding and word recognition strategies and skills 1.04 Self-monitor decoding by using	2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books,	3.01 Elaborate on how information and events connect to life experiences 2.05 Predict and explain what will happen next	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using 2.09 Read and understand simple written instructions	3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts 3.03 Discuss	2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts	3.04 Share personal experiences and responses to experiences with text 2.07 Respond and

<p>1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p> <p>1.05 Increase vocabulary, concepts, and reading stamina by reading self selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level</p>	<p>one or two decoding strategies</p>	<p>and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers</p>	<p>in stories</p>	<p>2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text</p>	<p>unfamiliar oral and/or written vocabulary after listening to or reading texts</p>		<p>elaborate in answering what, when, where, and how questions</p>
<p><u>Second Grade:</u></p> <p>Predicting, Character, Author's Purpose, Setting, Drawing Conclusions</p>	<p>Identify Complete Sentences, Subjects, Predicates, Statements, Questions, Commands & Exclamations</p>	<p>Making Comparisons & Contrasts, Recognizing Steps in a Process, Using Graphics, Identifying Sources</p>	<p>Identify Nouns: Proper Singular Plural Irregular Plural</p>	<p>Sequence, Summarize, & Differentiate Cause and Effect</p>	<p>Introduce the Writing Process, Identify Possessive Nouns, & Verbs</p>	<p>Define Character & Summarize Literary Texts</p>	<p>Identify Verb Tenses & Review the Writing Process</p>

<p>Third Grade:</p> <p>Narrative Texts Reading Habits 1.051 Read independently at least 20 minutes everyday to improve fluency (rate, expression, & accuracy) 2.033 Read different kinds of texts including poems. Vocabulary and Word Work 1.031 Increase vocabulary by reading lots of different kinds of texts, studying how words work, participating in discussions, and following the writing process. Comprehension and Connections Before and During Reading Strategies 3.013 Write a personal response to what is read 2.06 Make choices of reading materials to match the purpose for</p>	<p>Narrative Writing WRITING VARIETY 4.071 Write a variety of different types of texts including poetry by either selecting the topic or form. 4.041 Select a piece of writing for publishing FOCUS 4.061 Writing includes major ideas that stick to the topic. ORGANIZATION 4.051 Use a variety of planning strategies to plan and organize the writing, considering what you want to accomplish and the audience (who the reader will be). SUPPORT & ELABORATION 4.061 Write with elaboration that sticks to the topic. STYLE 4.083 revise own writing by creating both simple and complex sentences (sentence fluency) CONVENTIONS 5.033a Use a</p>	<p>Expository vs. Narrative Reading Habits 1.051 Read independently at least 20 minutes everyday to improve fluency (rate, expression, & accuracy) 2.033 Read different kinds of texts including poems.. Vocabulary and Word Work 1.011 Expand vocabulary by studying Greek and Latin roots (<i>rupt, struct, vis, vid, spec, spect, opt</i>) the origins of words, and derivatives (<i>i.e. electric, electricity, electrician, electron</i>) 1.041 Use the dictionary to figure out the meaning of unknown words. Comprehension and Connections Before and During Reading Strategies During Reading</p>	<p>Friendly Letter Book Report</p> <p>FOCUS 4.061 Writing includes major ideas that stick to the topic. ORGANIZATION 4.051 Use a variety of planning strategies to plan and organize the writing, considering what you want to accomplish and the audience (who the reader will be). Poems</p> <p>ORGANIZATION 4.051 Match the planning strategy to for organizing own writing by considering the purpose for writing and the audience (Who is this piece written for?) 4.062 Choose an organization or form for the writing the matches the writer’s purpose. 5.032 Use transitional words and phrases to connect ideas and concepts in writing.</p> <p>SUPPORT & ELABORATION 5.031 Revise for elaboration by adding prepositional phrases</p>	<p>Reading For Information Reading Habits 1.052 Read independently at least 20 minutes every day to learn about various topics. 2.032 Read different kinds of nonfiction such as books of true experience, newspaper and magazine articles, and schedules. Vocabulary and Word Work 1.032 Increase vocabulary by reading lots of different kinds of texts, studying other subjects (i.e. science, social studies, art). and writing as a way to better understand new learning 1.042 Use dictionaries and glossaries to find the meaning(s) of unfamiliar words. Comprehension and Connections After Reading Strategies with Expository Text 2.10 Identify strategies author’s use to inform, influence, and entertain their readers. 2.07 Evaluate the quality and usefulness of information and graphics found in text, making sure it matches the reader’s purpose and the reader’s previous experiences.</p>	<p>Writing Directions</p> <p>STYLE 5.031 Use prepositional phrases to vary the beginnings of sentences (sentence fluency). 5.04 Reread own writing and determine the impact of word choice on the reader (vocabulary).</p> <p>CONVENTIONS 5.05 Spell most commonly used words correctly. 5.012 Consistently use capitals to begin the names of magazines, newspapers, and organizations; and use a colon to introduce a list (<i>Mary like flowers: roses, carnations, tulips, marigolds.</i>) 5.021 Correctly use troublesome verbs (i.e., lay, lie, laid, lain, lying, laying, sit, set).</p> <p>Research Writing - Science</p>	<p>Making Inferences Reading Habits 1.052 Read independently at least 20 minutes every day to learn about various topics. 2.032 Read different kinds of nonfiction such as books of true experience, newspaper and magazine articles, and schedules. Vocabulary and Word Work 1.012 Expand vocabulary by using what you know about prefixes (sur-, sub-), suffixes (-ous, -ward, -ive, -ic) and separating words in into syllables (VC/CV nap/kin, V/CV ho/tel, or VC/C met/al pattern) Comprehension and Connections After Reading Strategies with Expository Text Make Inferences 2.05 Make inferences, conclusions, and generalizations (finding evidence in the text) and evaluate the likelihood of</p>	<p>Research Writing – Social Studies</p> <p>WRITING VARIETY 4.072 Write a variety of different types of texts including news articles and letters-to-the-editor by either selecting the topic or form. 4.032 Write to inform 4.022 Write to evaluate information and ideas 4.091 Write essays 4.021 Write to create a hypothesis (sci. notebooks) Current Events</p> <p>WRITING VARIETY 4.072 Write a variety of different types of texts including news articles and letters-to-the-editor by either selecting the topic or form. 4.032 Write to inform 4.022 Write to evaluate information and</p>
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<p>reading (reading for information, reading to learn more about a content topic, reading for pleasure) <u>2.0261</u> Previews stories and make predictions about the characters, setting, problem, or major events before reading.</p>	<p>coordinating conjunction (and , or, but, nor, so, yet) when joining equal parts- words, phrases, or clauses. (<i>The boy ran home, and the girl stayed at school.</i>) 5.033b Use subordinating conjunctions (i.e., after, although, as, if, as long as, when, where, unless) to introduce a dependent clause (<i>Our trip was cancelled when the hurricane came.</i>) 5.011 Use a comma before the conjunction in a compound sentence to separate the independent clauses (<i>5.033a xmpl.</i>).</p>	<p>Strategies <u>2.0221</u> Make predictions <u>2.0228</u> make connections <u>2.022</u> ask questions <u>2.062</u> Preview nonfiction text and predict the content by looking at the title, headings, captions, and other text features. Poetry Reading Habits 1.051 Read independently at least 20 minutes everyday to improve fluency (rate, expression, & accuracy) 2.033 Read different kinds of texts including poems. Vocabulary and Word Work <u>1.011</u> Expand vocabulary by studying Greek and Latin roots (<i>rupt, struct, vis, vid, spec, spect, opt</i>) the origins of words, and derivatives (<i>i.e.</i></p>		<p>1.021 Identify the key vocabulary in a nonfiction text and understand what those words mean 3.05 Use multiple sources to better understand the main idea and supporting details of a topic. Evaluating The Relationship of Ideas Reading Habits 1.052 Read independently at least 20 minutes every day to learn about various topics. 2.032 Read different kinds of nonfiction such as books of true experience, newspaper and magazine articles, and schedules. Vocabulary and Word Work 1.013 Use context clues to figure out the meaning of unfamiliar words. 1.042 Use dictionaries and glossaries to find the meaning(s) of unfamiliar words. Comprehension and Connections After Reading Strategies with Expository Text <u>Evaluate Relationships of Ideas</u> <u>2.082</u> Determine rank order of importance of ideas, details, or concepts. <u>2.081</u> Identify cause and effect in a nonfiction text.</p>	<p>WRITING VARIETY 4.072 Write a variety of different types of texts including news articles and letters-to-the-editor by either selecting the topic or form. 4.032 Write to inform 4.022 Write to evaluate information and ideas 4.091 Write essays 4.021 Write to create a hypothesis (sci. notebooks)</p>	<p>those inferences. <u>2.095</u> Make inferences and draw conclusions about what the speaker is saying when listening to others. Semester Review & Test Prep Before and During Reading Strategies CROPQV Fix-Up Strategies Elements of a Narrative Features of Expository Texts Greek and Latin Roots Using the Dictionary Previewing Expository Text Different Kinds of Poems Cause and Effect Prioritizing Time Sequence</p>	<p>ideas 4.091 Write essays 4.021 Write to create a hypothesis (sci. notebooks)</p>
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		<i>electric, electricity, electrician, electron)</i> 1.041 Use the dictionary to figure out the meaning of unknown words. Comprehension and Connections Before and During Reading Strategies 2.0331 Read and understand different kinds of poetry like narrative poems, lyric poems, and cinquains.		2.083 Recognize the time sequence in multiple events or stages. 2.084 Identify a problem and the possible solutions in a nonfiction text. 2.022 Ask open ended questions after reading a nonfiction text. 2.023 Find information in a text, from previous experiences, or from other sources to support an answer to a question.		Problem/Solution Context Clues Prefixes and Suffixes Making Inferences	
Fourth Grade: Poetry: 1.051 Read independently at least 20 minutes every day to improve reading fluency 2.03 Read a variety of texts: poetry. 1.031 Increase vocabulary by weekly stories, learning Greek and Latin Roots and 1200 frequency words.)	Poetry and Non-fiction 4.071 Writing poems and non-fiction text. 4.041 Select a piece of writing for publishing 4.061 Writing includes main ideas 4.051 Use a variety of planning strategies 4.083 Revise: own writing by creating both simple and complex sentences. Conventions:	Mysteries/Genre Studies 1.051 Read independently at least 20 minutes every day to improve reading fluency Fiction 2.03 Read a variety of texts, including: 1.031 Increase vocabulary by weekly stories, learning Greek and Latin Roots and 1200 frequency	Non-Fiction 4.071 Writing a variety of different types of texts including poetry by either selecting the topic of form 4.041 Select a piece of writing for publishing Idea 4.061 writing includes major ideas that stick to the topic Organizations 4.051 Use a variety of planning strategies to plan and organize. 4.061 write with	Informative Non-Fiction 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background Knowledge and expand vocabulary. 2.03 Read a variety of texts, including: Fiction, Nonfiction, poetry, and drama. Vocabulary 1.03 Identify key words and discover their meanings and relationships through a	Narrative 4.02 Use oral and written language to, discuss and interview, present information and ideas in a clear, concise manner, solve problems, and make decisions. Organization 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g. personal and	Biographies 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background Knowledge and expand vocabulary. 2.03 Read a variety of texts, including: Fiction, Nonfiction, poetry, and drama. Vocabulary 1.03 Identify key	Narrative 4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion) Focus 5.03 Elaborate information and ideas in writing and speaking by using: adverbs, prepositions, coordinating

<p>3.013 Write a personal response to what is read</p> <p>2.0261 Make predictions: about the characters, setting, problem, or major events before reading. During reading</p> <p>2.028 make connections</p> <p>2.022 make questions</p> <p>2.091 Ask questions: when listening to others.</p> <p>2.01 Use fix-up strategies when what you read doesn't make sense or to better understand the reading</p> <p>2.027 preview nonfiction text and predictions</p> <p>3.015 Evaluate the difference between and among nonfiction texts.</p> <p>2.0331 Read and understand different kinds of poetry like narrative poems, lyric poems, and cinquains.</p>	<p>5.033a Use a coordinating conjunction (and, or, but, nor, so, yet) when joining equal parts-words, phrases, or clauses(the boy ran home, and the girl stayed at school.)</p> <p>5.033b Use subordination conjunctions(after, although, as, if as long as when, where, unless) to introduce a dependent clause (our trip was canceled when the hurricane came)</p> <p>5.011 Use comma before the conjunctions in a compound sentence to separate the independent clauses.</p>	<p>words.)</p> <p>1.041 Use a dictionary to figure out the meaning of unknown words</p> <p>Comprehension Skills</p> <p>3.013 Write a personal response to what is read</p> <p>2.06 Make choices of reading materials to match the purpose for reading to lean more about a content topic.</p> <p>2.0261 Preview stories and make predictions about the characters, setting, problem, or major events before reading. During reading</p> <p>2.021 Make predictions,</p> <p>2.028 make connections</p> <p>2.022 make questions</p> <p>2.091 Ask questions when listening to others.</p> <p>2.01 Use fix-up strategies</p> <p>2.0262 Make prediction.</p>	<p>elaboration that sticks to the topic</p> <p>Conventions</p> <p>4.083 Revise</p> <p>5.033a Use a coordinating conjunction (and, or, but, nor, so, yet) when joining equal parts-words, phrases, or clauses (the boy ran home, and the girl stayed at school.)</p> <p>Grammar</p> <p>5.033b Use subordination conjunctions(after, although, as, if as long as when, where, unless) to introduce a dependent clause (our trip was canceled when the hurricane came)</p> <p>5.011 Use comma before the conjunctions in a compound sentence to separate the independent clauses.</p>	<p>variety of strategies.</p> <p>1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.</p> <p>Reading Comprehension Skills</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: setting a purpose using prior knowledge and text information, making predictions, formulating questions, locating relevant information, and making connections with previous experiences information, and Ideas.</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Plot, theme, main idea and supporting details, authors choice of words, mood, authors use of figurative language.</p> <p>2.06 Summarize major points from fiction and nonfiction text's) to clarify and retain information and ideas.</p> <p>2.09 Listen actively by: asking questions, Paraphrasing what was said, interpreting speaker's</p>	<p>imaginative narratives, and research)</p> <p>Word choice</p> <p>5.03 Elaborate information and ideas in writing and speaking by using: adverbs, prepositions, coordinating conjunctions, simple and compound sentences and regular and irregular verbs.</p> <p>Conventions</p> <p>5.06 Proofread and correct most misspellings independently with reference to resources</p> <p>4.04 Share self-selected texts from a variety of genres</p> <p>4.09 Produce work that follows the conventions of particular genres</p> <p>Sentence Fluency</p> <p>4.02 Use oral and written language to, discuss and interview, present information and ideas in a clear, concise manner, solve problems, and make decisions.</p> <p>4.05 Use planning strategies to generate topics and organize</p>	<p>words and discover their meanings and relationships through a variety of strategies.</p> <p>Reading Comprehension Skills</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: setting a purpose using prior knowledge and text information, making predictions, formulating questions, locating relevant information, and making connections with previous experiences information, and Ideas.</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: Plot, theme, main idea and supporting details, authors choice of words, mood, authors use of figurative language.</p> <p>2.06 Summarize major points from fiction and nonfiction text's) to clarify and</p>	<p>conjunctions, simple and compound sentences and regular and irregular verbs.</p> <p>Conventions</p> <p>5.06 Proofread and correct most misspellings independently with reference to resources</p> <p>5.01 Use correct capitalization and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).</p> <p>Sentence Fluency</p> <p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of pronouns, subject/verb agreement, verb tense consistency and subject consistency.</p>
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				<p>verbal and non-verbal messages, interpreting speakers purpose and./or intent.</p> <p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p> <p>2.08 Verify the meaning or accuracy of the author's statement's) by referencing the text or other resources.</p> <p>3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.</p>	<p>ideas (e.g., brainstorming, mapping, webbing, reading, discussion)</p> <p>4.08 Focus revision on a specific element such as: word choice, sequence of events and ideas, transitional words and sentence patterns.</p> <p>Conventions</p> <p>Spell common words correctly, correctly use verbs.</p> <p>5.06 Proofread and correct most misspellings independently with reference to resources</p> <p>5.01 Use correct capitalization and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).</p> <p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of pronouns, subject/verb agreement, verb tense consistency and subject consistency.</p>	<p>retain information and ideas.</p> <p>2.09 Listen actively by: asking questions, Paraphrasing what was said, interpreting speaker's verbal and non-verbal messages, interpreting speakers purpose and./or intent.</p> <p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p> <p>2.08 Verify the meaning or accuracy of the author's statement's) by referencing the text or other resources.</p> <p>3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.</p>	
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<p>Fifth Grade:</p> <p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: wide reading, word study, word reference materials, content area study, writing process elements, writing as a tool, debate, discussions, seminars, examining the author's craft.</p> <p>1.05 Read independently</p>	<p>4.04 Select a self-evaluated composition for publication and justify rationale for selection.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.07 Compose a variety of fiction, nonfiction, and drama using self selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p>	<p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: wide reading; word study; word reference materials; content area study; writing process elements; writing as a tool; debate discussions; seminars; examining the author's craft.</p> <p>1.05 Read independently daily from self-</p>	<p>4.04 Select a self-evaluated composition for publication and justify rationale for selection.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p> <p>4.08 Focus revision on target elements by: improving word choice; rearranging text for clarity; creating simple and/or complex sentences for clarity or impact; developing a lead, characters, or</p>	<p>1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: wide reading; word study ;word reference materials; content area study; writing process elements; writing as a tool; debate; discussions; seminars ;examining the author's craft.</p> <p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency; build background knowledge; expand and refine vocabulary.</p> <p>2.02 Interact with the text before, during, and after</p>	<p>4.02 Use oral and written language to: formulate hypotheses; evaluate information and ideas; present and support arguments; influence the thinking of others.</p> <p>4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact. Presentations to inform or persuade selecting vocabulary for impact.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p>4.07 Compose a</p>	<p>1.01 expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</p> <p>1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</p> <p>1.03 Increase reading and writing vocabulary through: wide reading; word study; word reference materials; content area study; writing process elements; writing as a tool; debate. Discussions; seminars; examining the author's craft.</p>	<p>4.02 Use oral and written language to: formulate hypotheses; evaluate information and ideas; present and support arguments; influence the thinking of others.</p> <p>4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p> <p>4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p>
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<p>daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency, build background knowledge, expand and refine vocabulary.</p> <p>2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions;</p>	<p>4.08 Focus revision on target elements by: improving word choice; rearranging text for clarity; creating simple and/or complex sentences for clarity or impact; developing a lead, characters, or mood.</p> <p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.03 Elaborate information and ideas in speaking and writing by using: prepositional phrases: transitions: coordinating and/or subordinating conjunctions.</p>	<p>selected materials (consistent with the student's independent reading level) to: increase fluency, build background knowledge, expand and refine vocabulary.</p> <p>2.01 use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> <p>2.03 2.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions; formulating questions; supporting answers</p>	<p>mood.</p> <p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.03 Elaborate information and ideas in speaking and writing by using: prepositional phrases: transitions: coordinating and/or subordinating conjunctions.</p>	<p>reading, listening, and viewing by: making predictions; formulating questions; supporting answers from textual information, previous experience, and/or other sources.</p> <p>Drawing on personal, literary, and cultural understandings; seeking additional information; making connections with previous experiences, information, and ideas.</p> <p>2.03 Read a variety of texts, such as:</p> <p>Fiction (tall tales, myths); nonfiction (books of true experience, newspaper and magazine articles, schedules); poetry (narrative, lyric, and cinquains); drama (plays and skits).</p> <p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p> <p>2.06 Analyze choice of</p>	<p>variety of fiction, nonfiction, poetry, and drama using self selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.02 Demonstrate understanding in speaking and writing by using: troublesome verbs; nominative, objective, and possessive pronouns.</p> <p>5.03 Elaborate information and ideas in speaking and writing by using: prepositional phrase, transition</p>	<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</p> <p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: increase fluency; build background knowledge; expand and refine vocabulary.</p> <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by: making predictions; formulating questions; supporting answers from textual information, previous experience, and/or other sources; drawing on personal, literary, and cultural understandings; seeking additional information. ;making connections with previous experiences, information, and ideas.</p>	<p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p>5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).</p> <p>5.02 Demonstrate understanding in speaking and writing by using: troublesome verbs; nominative, objective, and possessive pronouns.</p>
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<p>formulating questions; supporting answers from textual information, previous experience, and/or other sources; drawing on personal, literary, and cultural understandings; seeking additional information;</p> <p>2.02 Making connections with previous experiences, information, and ideas.</p> <p>2.03 Read a variety of texts, such as: fiction (tall tales, myths), nonfiction (books of true experience, newspaper and magazine articles, schedules); poetry (narrative, lyric, and cinquains); drama (plays and skits).</p> <p>2.06 Analyze choice of reading</p>		<p>from textual information, previous experience, and/or other sources; drawing on personal, literary, and cultural understandings; seeking additional information;</p> <p>2.04 Making connections with previous experiences, information, and ideas.</p> <p>2.03 Read a variety of texts, such as: fiction (tall tales, myths), nonfiction (books of true experience, newspaper and magazine articles, schedules); poetry (narrative, lyric, and cinquains); drama (plays and skits).</p> <p>2.06 Analyze choice of reading materials</p>		<p>reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p> <p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p> <p>2.08 Explain and evaluate relationships that are: Causal, hierarchical, Temporal, problem-solution.</p> <p>2.09 Listen actively and critically by: asking questions; delving deeper into the topic; elaborating on the information and ideas presented; evaluating information and ideas; making inferences and drawing conclusions; making judgments.</p> <p>2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative</p>	<p>coordinating and/or subordinating conjunctions.</p> <p>5.04 Determine the impact of word choice on written and spoken language.</p> <p>5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.</p>	<p>2.03 Read a variety of texts, such as: fiction (tall tales, myths), nonfiction (books of true experience, newspaper and magazine articles, schedules), poetry (narrative, lyric, and cinquains); drama (plays and skits).</p> <p>2.06 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p> <p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p> <p>2.08 Explain and evaluate relationships that are: causal, hierarchical;</p> <p>2.08 Temporal; problem-solution.</p> <p>2.09 Listen actively and critically by: Asking questions.</p>	<p>5.03 Elaborate information and ideas in speaking and writing by using: prepositional phrases; transitions; coordinating and/or subordinating conjunctions.</p> <p>5.04 Determine the impact of word choice on written and spoken language.</p> <p>5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.</p>
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<p>materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment). 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: analyzing word choice and content; examining reasons for a character's actions, taking into account the situation and basic motivation of the character; creating and presenting a product that effectively demonstrates a personal response to a selection or experience; examining alternative perspectives;</p>		<p>congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment). 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: analyzing word choice and content; examining reasons for a character's actions, taking into account the situation and basic motivation of the character; creating and presenting a</p>		<p>processes by: analyzing word choice and content; examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</p> <p>Creating and presenting a product that effectively demonstrates a personal response to a selection or experience. Examining alternative perspectives; evaluating the differences among genres; examining relationships among characters. Making and evaluating inferences and conclusions about characters, events, and themes.</p> <p>3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message. 3.03 Justify evaluation of characters and events from different selections by citing supporting evidence</p>		<p>Delving deeper into the topic; elaborating on the information and ideas presented; evaluating information and ideas, making inferences and drawing conclusions; making judgments;</p> <p>2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience</p>	
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<p>evaluating the differences among genres; examining relationships among characters; making and evaluating inferences and conclusions about characters, events, and themes.</p>				<p>in the text(s).</p> <p>4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p>			
<p>Sixth Grade:</p> <p>Comparing and/or contrasting information from a variety of selections within the genres.</p> <p>Critical Stance/ Story Elements Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</p>	<p>Narrate an expressive account (e.g., fictional or autobiographical) with detail.</p> <p>Explore informational materials that are read, heard, and/or viewed by:</p> <p>Restating and summarizing information.</p> <p>Introduce The Writing Process Prewriting/drafting/ revising/editing/publishing</p>	<p>Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: -reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</p> <p>Interpreting what impact genre-specific characteristics have on the meaning of the</p>	<p>NC Writing Rubric: Letter Writing Baseline Writing Prompt (Do not pre-teach)</p> <p>Essential Question: How do I make my position clear in my writing?</p> <p>Exploring Argumentative Works -Communicating the position clearly, appropriately, and logically.</p> <p>Review The Writing Process Prewriting/drafting/ revising/editing/publishing</p>	<p>Increase fluency and comprehension by -discussing and analyzing the effects on texts of such literary devices as foreshadowing, irony, symbolism, dialogue, flashback and sarcasm.</p> <p>- Analyze the effects of figurative language such as: simile, metaphor, personification, hyperbole and onomatopoeia.</p> <p>- Recognize literary techniques of repetition, rhyme, alliteration and imagery.</p> <p>-interpreting text by explaining literary elements such as plot, theme, point of view, characterization, mood,</p>	<p>NC WRITING RUBRIC FEATURES OF GOOD WRITING: Focus, Organization, Support & Elaboration, Style, Conventions</p> <p>Essential Question: Based of the evidence given, what is the best solution for the problem given?</p> <p>Exploring Problem Solution Introduce and teach problem-solution writing <i>Elements Of Literature</i> pg. 206,</p>	<p>Semester Review & Test Prep</p>	<p>Research Writing, Semester Review & Test Prep</p>

		work.	Conventions: Capitalizations/punctuation/paragraphing/usage	tone and style. Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: -drawing conclusions based on evidence, reasons, or relevant information. -considering the implications, consequences, or impact of those conclusions.	pg. 762 Research Writing: Collecting data from reliable sources. Conventions: Capitalization/punctuation/revising/editing/publishing		
Seventh Grade: Comparing and/or contrasting information from a variety of selections within the genres. Critical Stance/ Story Elements Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.	Narrate an expressive account (e.g., fictional or autobiographical) with detail. Explore informational materials that are read, heard, and/or viewed by: Restating and summarizing information.	Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: -reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). Interpreting what impact genre-specific characteristics have on the meaning of the	NC Writing Rubric: Letter Writing Baseline Writing Prompt (Do not pre-teach) Essential Question: How do I make my position clear in my writing? Exploring Argumentative Works -Communicating the position clearly, appropriately, and logically. Review The Writing Process Prewriting/drafting/revising/editing/publishing	Increase fluency and comprehension by -discussing and analyzing the effects on texts of such literary devices as foreshadowing, irony, symbolism, dialogue, flashback and sarcasm. - Analyze the effects of figurative language such as: simile, metaphor, personification, hyperbole and onomatopoeia. - Recognize literary techniques of repetition, rhyme, alliteration and imagery. -interpreting text by explaining literary elements such as plot, theme, point of view, characterization, mood,	NC WRITING RUBRIC FEATURES OF GOOD WRITING: Focus, Organization, Support & Elaboration, Style, Conventions Essential Question: Based of the evidence given, what is the best solution for the problem given? Exploring Problem Solution Introduce and teach problem-solution writing <i>Elements Of Literature</i> pg. 206,	Semester Review & Test Prep	Research Writing, Semester Review & Test Prep

		work.	Conventions: Capitalizations/punctuation/paragraphing/usage	tone and style. Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: -drawing conclusions based on evidence, reasons, or relevant information. -considering the implications, consequences, or impact of those conclusions.	pg. 762 Research Writing: Collecting data from reliable sources. Conventions: Capitalization/punctuation/revising/editing/publishing		
<u>Eighth Grade:</u> Comparing and/or contrasting information from a variety of selections within the genres . Critical Stance/ Story Elements Interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style . Drawing conclusions	Narrate an expressive account (e.g., fictional or autobiographical) with detail. Explore informational materials that are read, heard, and/or viewed by: Restating and summarizing information.	Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: -reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). Interpreting what impact genre-specific characteristics have on the	NC Writing Rubric: Letter Writing Baseline Writing Prompt (Do not pre-teach) Essential Question: How do I make my position clear in my writing? Exploring Argumentative Works -Communicating the position clearly, appropriately, and logically. Review The Writing Process Prewriting/drafting/revising/editing/publishing	Increase fluency and comprehension by -discussing and analyzing the effects on texts of such literary devices as foreshadowing, irony, symbolism, dialogue, flashback and sarcasm . - Analyze the effects of figurative language such as: simile, metaphor, personification, hyperbole and onomatopoeia . - Recognize literary techniques of repetition, rhyme, alliteration and imagery . -interpreting text by explaining literary elements such as plot, theme, point of view,	NC WRITING RUBRIC FEATURES OF GOOD WRITING: Focus, Organization, Support & Elaboration, Style, Conventions Essential Question: Based of the evidence given, what is the best solution for the problem given? Exploring Problem Solution Introduce and teach problem-solution writing <i>Elements Of</i>	Semester Review & Test Prep	Research Writing, Semester Review & Test Prep

<p>based on evidence, reasons, or relevant information.</p>		<p>meaning of the work: -analyzing what impact literary elements have on the meaning of the text such as influence of setting on the problem and its resolution.</p>	<p>Conventions: Capitalizations/punctuation/paragraphing/usage</p>	<p>characterization, mood, tone and style. Analyze the communication and develop (without teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: -drawing conclusions based on evidence, reasons, or relevant information. -considering the implications, consequences, or impact of those conclusions.</p>	<p><i>Literature</i> pg. 206, pg. 762 Research Writing: Collecting data from reliable sources. Conventions: Capitalization/punctuation/revising/editing/publishing</p>		
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