

ENGLISH LANGUAGE ARTS SCOPE & SEQUENCE 2020-2021
Carl Junction R-1 School District

Communication Arts	Reading Foundations	Reading Literary Text	Reading Informational Text	Language	Writing	Speaking & Listening
Kindergarten	<ul style="list-style-type: none"> *Develop print awareness (LID) *Develop phonemic awareness *Produce and distinguish between words that rhyme and those that do not *Read high frequency words *Develop phonics skills-decode simple words *Read appropriate grade level text 	<ul style="list-style-type: none"> *Comprehend in response to reading-retell beginning, middle and ending *Identify story elements within a fiction text 		<ul style="list-style-type: none"> *Use correct conventions when writing *Compose well developed writing using correct conventions 	<ul style="list-style-type: none"> *Compose well developed writing using correct conventions 	<ul style="list-style-type: none"> *Listen for a purpose *Effectively communicate (speak) in whole group and small group setting
1st Grade	<ul style="list-style-type: none"> *Produce and identify sounds and syllables *Distinguish between long and short vowel sounds *Recognize the change in spoken word when a specific phoneme is added, changed or removed 	<ul style="list-style-type: none"> *Read appropriate text with fluency, purpose and for comprehension *Use context to confirm or self-correct word recognition and comprehension 	<ul style="list-style-type: none"> *Use text features to restate the main idea *Use text features to locate specific information in text 	<ul style="list-style-type: none"> *Use ending punctuation firmnames *Spell words regular spelling patterns *Spell words phonetically 	<ul style="list-style-type: none"> *Develop the 3 types of writing: opinion, informative, narrative *Follow a sense of order when writing 	<ul style="list-style-type: none"> *Follow classroom rules *Follow 2-step instructions *Take turns speaking *Build on others' talk by responding to comments of others

	<ul style="list-style-type: none"> *Blend spoken phonemes to for 1-2 syllable words *Segment words into individual phonemes *Identify letters for spelling of short and long vowels *Produce consonant blends *Produce consonant digraphs *Read irregularly spelled words *Read root words with inflectional endings *Read high frequency words *Decode when reading 	<ul style="list-style-type: none"> *Retell main ideas in sequence; include key events *Monitor comprehension and make corrections and adjustments *Determine what words mean from how they are used in a sentence *Recognize that compound words are made up of shorter words *Describe characters, setting, problem, solution and events in sequence *Describe the main idea 				<ul style="list-style-type: none"> *Confirm comprehension by retelling and asking appropriate questions
2nd Grade	<ul style="list-style-type: none"> *Decode multisyllable words *Decode one and two syllable words 	<ul style="list-style-type: none"> *Describe main character traits and feelings 	<ul style="list-style-type: none"> *Demonstrate understanding by locating facts and using text features 	<ul style="list-style-type: none"> *Spell grade appropriate words using irregular patterns and plural endings 	<ul style="list-style-type: none"> *Develop the three types of writing: opinion, narrative and informative 	<ul style="list-style-type: none"> *Follow classroom rules *Demonstrate listening by

	<p>with long and short vowels</p> <p>*Decode words with diphthongs and diagraphs</p> <p>*Reading words with common prefixes and suffixes</p> <p>*Decode words using r-controlled vowels</p> <p>*Reading high-frequency words</p> <p>*Use context to determine meanings of synonyms and antonyms</p>	<p>*Retell a stories beginning, middle and end</p> <p>*Ask and respond to relevant questions using evidence</p> <p>*Describe how rhythm, rhyme and repetition create imagery in poetry</p> <p>*Explain why a text is fiction or nonfiction</p>	<p>*Explain main ideas using supporting details</p> <p>*Explain why a text is fiction or nonfiction</p>	<p>*Apply grade level grammar skills to produce the four types of sentences</p> <p>*Use correct capitalization (weeks, days, months, holidays, titles of people)</p> <p>*Use apostrophes in contractions</p>		<p>following three step directions</p> <p>*Speak clearly and share thoughts during conversations</p>
3rd Grade	<p>* Decoding high frequency words, multisyllable words, and unknown words using spelling patterns</p> <p>* Use prefixes, suffixes, and root words</p> <p>* Use context clues and figurative language</p>	<p>* Draw conclusions</p> <p>* Determine connections</p> <p>* Determine theme and summarize</p> <p>*Determine character traits and own point of view</p> <p>*Use alliteration and identify types of poems</p>	<p>* Identify and use text features</p> <p>* Follow and explain written directions</p> <p>* Explain the author's purpose and own point of view</p> <p>* Distinguish fact and opinion</p> <p>* Tell main idea and supporting details</p> <p>* Compare and contrast nonfiction texts</p>	<p>* Spell compound words, double consonant words, and plural words</p>	<p>* Write simple and compound sentences</p> <p>* Capitalize names of places and titles</p> <p>* Use commas in a friendly letter</p> <p>* Write opinion, informative, and narrative writing</p> <p>* Conduct research</p>	<p>* I can give a presentation using technology</p>
4th Grade	<p>*Decode unknown words using</p>	<p>*Draw conclusions, infer, and analyze by citing text</p>	<p>*Draw conclusions, infer, and analyze by citing text evidence to</p>	<p>* Spell grade appropriate words.</p>	<p>* Use conventions of punctuation and capitalization.</p>	<p>*Develop and apply effective listening skills</p>

	<p>context and reference sources.</p> <p>*Read root words, prefixes, suffixes, including those derived from Latin and Greek.</p> <p>*Understand the meanings of figurative language and analogies.</p> <p>*Read fluently and independently</p>	<p>evidence to support the text and inferences drawn.</p> <p>*Determine connections between texts.</p> <p>*Determine theme, sequence, summary, cause and effect.</p> <p>*Analyze character traits, point of view, and structural elements.</p>	<p>support the text and inferences drawn.</p> <p>*Use text features for comprehension.</p> <p>*Connect an author's work to their biography/autobiography.</p> <p>*Analyze persuasive text.</p> <p>*Use text structures to analyze text, distinguishing fact, opinion, accounts, purpose, sequence, and relationships of ideas in texts.</p> <p>*Analyze various media to understand features and impacts.</p>	<p>*Apply grammar skills to written work including: verbs, adverbs, prepositions, conjunctions, complete sentences.</p>	<p>*Apply a writing process to develop a text for audience and purpose.</p> <p>*Write well-developed opinion texts, using supporting facts and citing sources.</p> <p>*Write well-developed informative and explanatory texts, using supporting facts.</p> <p>*Write well-developed fiction or nonfiction narratives and poems.</p> <p>*Apply a research process to gather, analyze, evaluate, and use information from a variety of sources.</p>	<p>and strategies, following and restating multi-step instructions, along with student generated rules.</p> <p>*Speak clearly, audibly and effectively, using conventions of language during collaborative conversations.</p> <p>*Speak clearly, audibly and effectively, using conventions of language when making presentations.</p>
5th Grade	<p>*Develop phonics in reading by decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.</p> <p>*Read root words, prefixes, suffixes,</p>	<p>*Draw conclusions, infer, and analyze by citing text evidence to support the text and inferences drawn.</p> <p>*Determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and</p>	<p>*Use text features and graphics, interpret details from a procedural text, and Interpret factual or quantitative information.</p> <p>*Analyze how word choice contributes to meaning (figurative language, repetition of words/sounds)</p>	<p>* Spell grade appropriate words.</p> <p>*Apply grammar skills to written work including: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections,</p>	<p>* Use conventions of punctuation and capitalization.</p> <p>*Apply a writing process to develop a text for audience and purpose.</p> <p>*Write well-developed opinion texts, using multiple supporting facts and citing sources.</p>	<p>*Develop and apply effective listening skills and strategies, following and restating multi-step instructions, along with listening for a purpose to follow agreed upon rules and summarize the speaker's main points to</p>

	<p>and important words from all specific content.</p> <p>*Read fluently and independently.</p>	<p>suffixes through context. Explain the meaning of words used in figurative language, transition words, and construct analogies.</p> <p>*Effectively use reference materials for their intended purpose.</p> <p>*Make text-to-text and text-to-world connections.</p> <p>*Compare and contrast the roles and functions of characters.</p> <p>*Determine the theme of a text citing text evidence.</p> <p>*Read and comprehend literature independently and proficiently (stories, dramas, poems)</p> <p>*Introduce mythology and forms of 3rd person point of view.</p> <p>*Explain how plot/conflict reflect historical and/or cultural contexts</p>	<p>*Read and comprehend literature independently and proficiently</p> <p>*Explain how an author's point of view/purpose is conveyed in the text</p> <p>*Analyze multiple accounts of the same event.</p> <p>*Identify an author's argument in a text and distinguish claims supported and not supported by reasons and evidence</p> <p>*Identify text structures and how they contribute to the way that the author presents the events in a person's life using biographies and auto-biographies.</p> <p>*Explain how the pattern and organization of a text contributes to the text's meaning.</p> <p>*Draw conclusions, infer, and analyze by citing text evidence to support the text and inferences drawn</p>	<p>relative pronouns, and relative adverbs.</p> <p>*Produce a variety of complex sentences in writing.</p> <p>*Communicate using conventions of English language to write legibly, write a compound sentence, complex sentence.</p> <p>*Use commas to set off the words yes and no, punctuate titles correctly, and use apostrophes to show possession.</p>	<p>*Write well-developed informative and explanatory texts, using supporting facts and use an organizational format that suits the topic.</p> <p>*Write well-developed fiction or nonfiction narratives and poems.</p> <p>*Apply a research process to gather, analyze, evaluate, and use information from a variety of sources, and record bibliographic information from sources according to a standard format.</p>	<p>provide evidence of listening.</p> <p>*Speak clearly, and to the point, using conventions of language during independent or collaborative conversation to summarize points made by others and provide and evaluate evidence to support opinions.</p> <p>*Listen for entertainment by evaluating and modifying your own active listening skills.</p> <p>*Speak effectively when presenting.</p>
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			<p>*Analyze various media to understand features and impacts.</p> <p>*Explain textual and graphic features of a webpage</p> <p>*Identify the point of view of media presentations</p>			
6th Grade		<p>*Draw conclusions, infer, and analyze by citing text evidence to support the text and inferences drawn</p> <p>*Determine the meaning of words and phrases including figurative and connotative meanings using context, affixes or reference materials</p> <p>*Interpret and draw conclusions using visual elements when applicable</p> <p>*Determine the theme of a text citing text evidence, and summarize the text</p> <p>*Analyze how a particular sentence, chapter scene,</p>	<p>*Draw conclusions, infer, and analyze by citing text evidence to support the text and inferences drawn</p> <p>*Determine the meaning of words and phrases including figurative and connotative meanings using context, affixes or reference materials</p> <p>*Interpret and draw conclusions using visual elements when applicable</p> <p>*Explain central/main idea of a text citing evidence, and summarize the text</p> <p>*Analyze how a particular sentence, paragraph, section or image contributes the texts meaning</p>		<p>*Research to answer questions drawing on several sources and use a bibliography for citations</p> <p>*Gather relevant information from multiple print and digital sources, using reliable sources</p> <p>*Quote and paraphrase to avoid plagiarism and provide a bibliography</p> <p>*Follow the writing process to produce a clear and coherent piece of writing</p> <p>*Use the correct development, organization, style and voice</p>	<p>*Follow rules for collegial discussions, students set specific goals & deadlines, & define individual roles as needed</p> <p>*Delineate a speaker's argument and claim to pose and respond to specific questions with details</p> <p>*Form and make comments that contribute to the speaker's topic, text or issue</p> <p>*Demonstrate understanding of a speaker's presentation by reflecting and paraphrasing the</p>

		<p>stanza, or image contributes to the texts meaning</p> <p>*Explain how the author develops the point of view of the narrator or speaker of the text</p> <p>*Analyze how word choice contributes to meaning (figurative language, repetition of words/sounds)</p> <p>*Describe how plot unfolds and moves towards a resolution as well as how characters change and respond</p> <p>*Compare and contrast reading a text (story, drama, poem) to listening/viewing the same version of the text</p> <p>*Compare and contrast texts in different genres with similar themes/topics</p> <p>*Explain how plot/conflict reflect historical and/or cultural contexts</p> <p>*Read and comprehend literature</p>	<p>*Explain how an author's point of view/purpose is conveyed in the text</p> <p>*Analyze how word choice contributes to meaning (figurative language, repetition of words/sounds)</p> <p>*Identify an author's argument in a text and distinguish claims supported and not supported by reasons and evidence</p> <p>*Compare and contrast reading a text to listening/viewing the same version of the text noting how they impact the interpretation</p> <p>*Compare and contrast one author's presentation of events with another author's presentation</p> <p>*Explain how plot/conflict reflect historical and/or cultural contexts</p> <p>*Read and comprehend literature independently and proficiently</p>		<p>appropriate to task, purpose and audience according to which piece of writing you are developing (narrative, expository, argumentative)</p> <p>*Develop narratives including real or imagined experienced with clearly defined characters, sequence of events, details, and narrative techniques</p> <p>*Develop an informative/explanatory piece to examine a topic with relevant facts, examples, and details</p> <p>*Introduce and support a claim with clear reasons and relevant evidence for an argumentative writing piece</p> <p>*Review, revise and edit with task, purpose and audience in mind</p> <p>*Introduce the topic and maintain</p>	<p>information presented</p> <p>*Speak clearly and audibly staying focused on the topic, task, purpose and audience using appropriate volume</p> <p>*Position face and body to the audience when speaking and make eye contact with various listeners</p> <p>*Plan and deliver appropriate presentations based on task, audience and purpose</p> <p>*Include multimedia components in presentations to clarify claims, findings and ideas</p>
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		independently and proficiently (stories, dramas, poems)			<p>a clear focus throughout the text</p> <p>*Provide a conclusion that is appropriate and flows from the text</p> <p>*Choose precise language and establish/maintain an appropriate style with complete sentences</p> <p>*Use correct spelling, grammar and punctuation</p> <p>*Use appropriate transitions to clarify relationships and connect ideas</p> <p>*Use technology/internet to help produce, enhance and publish writing and collaborate with others</p>	
7th Grade		<p>*Draw conclusions, make connections, visualize, question, and infer by citing several pieces of text evidence.</p>	<p>* Draw conclusions, infer, and analyze by citing several pieces of text evidence</p> <p>*Determine the meaning of words and phrases as they are used in the</p>	<p>* Analyze how a text's form or overall style and structure contribute to meaning</p> <p>*develop poetry about real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>*Gather relevant information from multiple print and digital sources</p> <p>*Assess the credibility and accuracy of sources</p>	<p>* Conduct group discussion</p> <p>*Track progress towards a specific deadline and define individual</p>

		<p>*Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings</p> <p>*Use appropriate text to determine the theme and citing text evidence and summarizing</p> <p>*Analyze how the setting, characters, and plot affect one another and contribute to the meaning</p> <p>*Compare a written story, drama, or poem to its filmed, staged, or multimedia version</p> <p>*Compare a fictional portrayal of time, place, or character with a</p>	<p>text, including figurative, connotative, and content-specific meanings</p> <p>*Interpret visual elements of a text including those from different media and draw conclusions from them</p> <p>*Explain the central/main idea of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text</p> <p>*Analyze how an author develops point of view or purpose and distinguish it from those of others</p> <p>*Compare and contrast information presented in different mediums and analyze how technique</p>		<p>*Quote or paraphrase the data and conclusions of others while avoiding plagiarism</p> <p>*Evaluate text to assess whether the reasoning is sound and the evidence is relevant</p> <p>*Follow a standard format for citation</p> <p>*Use technology to produce and publish writing</p> <p>*Use technology to cite sources</p> <p>*Develop narratives about real or imagined experiences with a consistent point of view, clearly identified</p>	<p>roles as needed</p> <p>*Acknowledge new information expressed by others including those presented in diverse media</p> <p>*Use technology to produce and publish presentations</p> <p>*Speak audibly and to the point</p> <p>*Position body to the audience when speaking</p> <p>*Make consistent eye contact with a range of listeners to communicate a clear viewpoint and engage listeners</p>
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		<p>realistic account of the same subject matter</p> <p>*Explain how characters and settings reflect historical and/or cultural contexts</p>	<p>contributes to meaning</p> <p>*Compare how two or more authors writing about the same topic make decisions about style and structure</p> <p>*Explain how a nonfiction text reflects historical or cultural contexts</p>		<p>characters, well-structured event sequences, narrative techniques, and relevant, descriptive details.</p> <p>*Develop informative writing to examine a topic with relevant facts, examples and details; establish ideas and supporting evidence</p> <p>*Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledge counterclaims; establish relationships between claims and supporting evidence</p>	<p>*As a listener, make eye contact with the speaker and position body to be an effective audience member</p>
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					<p>*Follow the provided writing format, introduce the topic, use effective transitions to connect ideas, maintain a clear focus throughout the text, and provide a conclusion</p> <p>*Review, revise, and edit writing with consideration for the task, purpose, and audience</p> <p>*Develop poems about real or imagined experiences</p> <p>*Identify and correctly apply the eight parts of speech</p> <p>*Construct complete and compound sentences with correct</p>	
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					capitalization and punctuation *Spell grade-appropriate words correctly, consulting references as needed	
8th Grade		<p>-Draw conclusions and analyze texts by citing the textual evidence that most strongly supports an analysis of what the text explicitly says as well as make inferences from the text.</p> <p>- Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings using context clues or reference material.</p> <p>-Determine the theme (s) of a text and explain its development over the course of a text.</p> <p>-Provide an objective summary of a text.</p> <p>- Analyze how irony contribute to the meaning of a text.</p> <p>-Analyze how differing points of view contribute to the meaning of a text.</p> <p>-Analyze how specific word choices and sentence structures contribute to meaning and tone.</p> <p>- Analyze how literary devices enhance, and</p>	<p>-Draw conclusions and analyze texts by citing the textual evidence that most strongly supports an analysis of what the text explicitly says as well as make inferences from the text.</p> <p>-Determine content-specific meanings of words and phrases as they are used in informational text</p> <p>-Draw conclusions from visual elements such as charts, maps, tables, pictures, and other media in informational text</p> <p>-Explain the main idea of a text and provide an objective summary of the text.</p> <p>-Evaluate author's argument, assessing whether the reasoning is credible and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>-Analyze two or more texts that provide conflicting information on the same topic and identify where the</p>	<p>-Identify and correctly apply the eight parts of speech.</p> <p>-Construct complete complex and compound sentences, avoiding fragments and run-ons.</p> <p>-Spell grade-appropriate words correctly and consult references as needed.</p>	<p>-Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source.</p> <p>-Quote or paraphrase resources avoiding plagiarism</p> <p>-Follow a standard format for citation.</p> <p>-Applies literary techniques including character development and dialogue when creating a narrative.</p> <p>-Organize a narrative that contains a beginning, middle, and end.</p> <p>-Construct a narrative in which voice and point of view are appropriate to purpose and audience.</p> <p>-Students can develop informative writing to examine a topic.</p> <p>-Students can provide relevant facts, examples and details to establish relationships between</p>	<p>-Follow rules for collegial discussions and decision making track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>-Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.</p> <p>-Speak audibly using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.</p> <p>-Make consistent eye contact with a range of listeners when speaking and listening using effective gestures to communicate a clear viewpoint and engage listeners.</p>

		<p>develop the plot of a fictional text.</p> <p>-Analyze the extent to which a filmed or live production of a story or drama compares and contrasts from the text or script, evaluating the choices made by the director or actors.</p> <p>-) Explain how themes reflect historical and/or cultural contexts.</p>	<p>texts disagree on matter of fact or interpretation.</p> <p>-Explain how the central ideas of informational texts reflect historical and/or cultural contexts.</p> <p>-Compare and contrast information presented in different medium and analyze how the techniques used contribute to meaning.</p>		<p>ideas and supporting evidence.</p> <p>-Formulate a relevant thesis statement that contains topic and position.</p> <p>-Connect claims with relevant evidence and acknowledge counterclaims.</p> <p>-Cite sources using MLA formatting.</p> <p>-Introduce topic and maintain a clear focus throughout text and provide a conclusion.</p> <p>-Revise using precise language appropriate to style, task, and audience.</p>	
Language Arts 1		<p>-Quarter one independent reading: fiction/multicultural fiction.</p> <p>-Quarter one: Fiction Novel; read <i>The Outsiders</i>.</p> <p>-Quarter two independent reading: fiction/multicultural fiction.</p> <p>-Quarter three: Drama and Poetry Unit; read and analyze the elements of drama and poetry in <i>Romeo and Juliet</i> and poetry selections.</p> <p>-Quarter three independent reading: reader's choice.</p> <p>-Quarter four: Novel; read dystopian novel (<i>Fahrenheit 451</i>, <i>Anthem</i>)</p>	<p>-Quarter three: Nonfiction Unit. Students will read and analyze nonfiction articles, essays, memoirs, biographies.</p> <p>-Quarter one-four: read a variety of nonfiction articles to supplement unit themes.</p>	-Complete Daily Oral Language and/or No Red Ink	<p>-Quarter one: write a personal narrative.</p> <p>-Quarter three: write a literature response essay.</p> <p>-Quarter three: students will blend writing techniques (narrative, expository, argumentative).</p> <p>-Quarter four: write a research essay incorporating and properly citing research from teacher-provided nonfiction articles.</p>	<p>-Complete both oral or visual presentations of their independent reading books at least once per year</p> <p>-Engage in Socratic Seminars to discuss fiction (novels, poetry, drama) and nonfiction articles.</p>
Language Arts 2		-Quarter one: Short Fiction Unit; read and analyze 6-7 short stories	-Quarter one-four: read and analyze nonfiction articles, essays, memoirs,	-Complete Daily Oral Language and/or No Red Ink	-Quarter one-four: write multi-paragraph responses, blending two-	-Complete oral or visual presentations of their independent reading at

		<p>to examine elements of fiction and figurative language.</p> <p>-Quarter one independent reading: fiction/multicultural fiction.</p> <p>-Quarter two: Fiction Novel; read and analyze <i>To Kill a Mockingbird</i>.</p> <p>-Quarter two independent reading: fiction/multicultural fiction/folk tales.</p> <p>-Quarter four: Drama and Poetry Unit; analyze the elements of drama and poetry in <i>Pygmalion</i>, <i>Julius Caesar</i>, <i>The Merchant of Venice</i>, <i>Cyrano De Bergerac</i>, or <i>Nicolas Nickleby</i> and poetry selections</p> <p>-Quarter four independent reading: fiction/multicultural fiction.</p>	<p>biographies.</p>		<p>three writing modes.</p> <p>-Quarter one: write literary analysis paragraphs.</p> <p>-Quarter two: write a literature response essay analyzing quarter two novel's themes.</p> <p>-Quarter three: write an argumentative essay, citing research.</p> <p>-Quarter four: write poetry.</p>	<p>least once per year through multimedia formats..</p> <p>-Engage in Socratic Seminars to discuss fiction (novels, poetry, drama) and nonfiction articles.</p>
Language Arts 3		<p>-Quarter one: Short Fiction Unit.. Students will read and analyze 6-8 short stories at junior level, demonstrating understanding of structure, literary elements, complex figurative language, and thematic relevance</p> <p>-Quarter one independent reading: Novel</p> <p>-Quarter two: Novel unit. Students will read, analyze, and evaluate <i>The Great Gatsby</i> or <i>Of Mice and Men</i></p> <p>-Quarter two independent reading: Novel.</p> <p>-Quarter three: Drama unit. Students will read, discuss analyze, and evaluate the structure, characters, historical significance, and literary value of <i>The Crucible</i>.</p> <p>-Quarter three independent reading: Reader's choice.</p>	<p>-Quarters 1-3: Various nonfiction articles related to literary texts</p> <p>-Quarter four: Post-secondary Unit. Students will read various nonfiction articles, research prospective post-secondary education and training.</p> <p>-Quarter four independent reading: students will read a nonfiction book.</p> <p>-make progress toward (or show growth on) the ACT Reading college readiness benchmark (22)</p>	<p>-Complete Daily Oral Language and/or No Red Ink</p> <p>-progress toward college readiness benchmark (18) on the ACT English test.</p>	<p>-Quarter one: formal literary analysis essay.</p> <p>-Quarter two: formal novel comparison essay</p> <p>-Quarter three: formal research-based argumentative essay</p> <p>-Quarter four: Students will write a formal essay in response to a college, military, scholarship, or other post-secondary prompt</p> <p>-Quarter four: Students will create a formal academic resume.</p>	<p>- oral and visual presentations of independent reading books each quarter through multimedia formats..</p> <p>-Students will engage in Socratic seminars to discuss fiction, poetry, drama, and nonfiction.</p> <p>-Podcasts related to controversial issues in their post-secondary field</p>
Language Arts 4		<p>-read and analyze course-level appropriate literature</p>	<p>-read and analyze course-level appropriate nonfiction literature</p>	<p>-Utilize <u>English 3200</u> grammar course as appropriate for the course level</p>	<p>-Write for a range of tasks, purposes, and audiences as appropriate for the 12th</p>	<p>-participate in Socratic discussions, recognizing and</p>

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