

HUFSD English Language Arts - Scope and Sequence

Finley Middle School, Grade 7

Suggested Theme: Transitions

Suggested Essential Question: How are transitions in our lives learning experiences?

COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

1st 5 weeks (first quarter)

<i>Suggested Sub-themes: Reliance/Dependence</i>		
<i>Suggested Essential Question: In our lives and in literature, how do we learn that dependence can be a good or bad thing?</i>		
Reading -literature -informational	<ul style="list-style-type: none"> Determine theme and provide an objective summary of the text. Make inferences and identify information that is implied rather than stated. Cite textual evidence to support analysis. Determine two or more central ideas and analyze their development over the course of the text. 	<ul style="list-style-type: none"> Interpret characters, plot, setting, and theme, using evidence from the text (S2). Recognize recurring themes' in variety of literary works (S2) Draw conclusions and make inferences on the basic of explicit and implied information (S1). Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to evaluate examples, details or reasons used to support ideas (S3).
Writing	<ul style="list-style-type: none"> Initiate Strategic Instructional Model (SIM) – Paragraph Writing Strategy (stage 1). Topic sentences (SIM) Describe model, verbal practice, controlled practice and feedback (stage 2-5). Personal writing. 	<ul style="list-style-type: none"> Identify an appropriate format for sharing information with an intended guidance (S1).
Language	<ul style="list-style-type: none"> Explain the function of phrases and clauses. Choose among simple, compound, complex, and compound-complex. 	<ul style="list-style-type: none"> Edit writing to adhere to the conventions of written English. (Literacy Competency - Composition)
Speaking & Listening	<ul style="list-style-type: none"> Use experiences and knowledge of language, logic, and culture to analyze, solve problems, and persuade 	<ul style="list-style-type: none"> Use culture, specific language, jargon, and colloquialisms appropriate to the purpose and the listener

COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

2nd 5 weeks

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> Analyze and apply plot structure. Analyze the interactions between individuals, events, and ideas in a text. 	<ul style="list-style-type: none"> Interpret plot...using evidence from text (S2). Compare motives of characters, causes of events and importance of setting to people, events and places in their own lives (S2).
<p>Writing</p>	<ul style="list-style-type: none"> Detail sentences (SIM). Lead-off and follow-up sentences. Transition words. Stages 2-5 TBD either for all 5 elements at once or each with 2-5 stage, then next. Types of sequences. Reading logs. 	<ul style="list-style-type: none"> Include relevant information and exclude irrelevant information (S1). Support ideas with examples, definitions, analogies, and direct references to text (S1). Sequence events (S2).
<p>Language</p>	<ul style="list-style-type: none"> Demonstrate command of the conventions of capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> Correctly spell a large body of words (Literacy Competency – Written Language Convention) Edit writing to adhere to the conventions of written English (Literacy Competency – Composition)
<p>Speaking and Listening</p>	<ul style="list-style-type: none"> Follow rules for group discussions, track progress towards specific goals and deadlines, and define individual roles. (Literature Circles) 	<ul style="list-style-type: none"> Present original literary texts, using conventions of the literary genre Ask and respond to questions to clarify an interpretation of a text

Second Quarter

COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

3rd 5 weeks

<i>Suggested Sub Theme: Collaboration</i>		
<i>Suggested Essential Question: Using language in social settings, how can we best deliberate to find common ground?</i>		
Reading -literature -informational	<ul style="list-style-type: none"> Analyze author’s use of point of view Determine author’s point of view and analyze how the author distinguishes his or her position from that of others. 	<ul style="list-style-type: none"> Identify author’s point of view, such as first person narrator and omniscient narrator (S2). Evaluate the validity... in text to identify differing points of view in texts and presentations, and to consider background and qualifications of the writer (S3). Identify and analyze point of view presented in written texts. (Literary Competencies – Comprehension/Response).
Writing	<ul style="list-style-type: none"> Detail sentences (S.I.M.) Point-of-view options. Verb tense options. Reading logs. 	<ul style="list-style-type: none"> Maintain a consistent point-of-view that enhances the message (S2). Present clear analysis, using examples, details, and reasons from text (S3).
Language	<ul style="list-style-type: none"> Use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness. 	<ul style="list-style-type: none"> Write accurate and complete responses to questions about informational material and to include relevant information and exclude irrelevant information (S1).
Speaking and Listening	<ul style="list-style-type: none"> Present findings, emphasize important points in a coherent and focused manner using details and descriptions Use appropriate eye contact and volume with clear pronunciation 	<ul style="list-style-type: none"> Listen to class lectures and small group discussions to help form opinions or judgments Identify missing or unclear information in verbal or media presentations

	<ul style="list-style-type: none"> • Present multi-media and visual displays 	
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<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> • Determine the meaning of words and figurative language as they are used in the text. • Determine the meaning of words and phrases as they are used in a text, and analyze the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> • Determine how the use and meaning of literary devices convey the author’s message or intent (S1). • Use ... glossaries to define terms (S1). • Recognize how author’s use of language creates images or feelings (S2). • Develop a vocabulary through extensive reading of a variety of texts across subjects and genres. (Literacy Competency background, knowledge and vocabulary). • Use knowledge of structure, content and vocabulary to understand informational text (S1).
<p>Writing</p>	<ul style="list-style-type: none"> • Detail sentences (S.I.M.). • Paragraph Diagram. • Narrative writing. 	<ul style="list-style-type: none"> • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information (S1). • Develop a narrative using an organizational plan such as chronology (S2). • Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues (Literary Competencies-Background Knowledge and Vocabulary).
<p>Language</p>	<ul style="list-style-type: none"> • Use context clues to determine the meaning of a word or phrase. • Use suffixes and prefixes as clues to the meaning of a word. • Use reference materials to clarify the meaning of a word. 	<ul style="list-style-type: none"> • Interpret data, facts & ideas... such as define, classify and infer (S1). • Use knowledge of structure, content and vocabulary to understand informational text (S1). • Use knowledge of word roots and word parts to determine word meaning. (Literacy Competency Background, Knowledge and Vocabulary). • Use indexes to locate information and glossaries to define terms (S1). • Use a variety of resources ... to determine meaning

		of unfamiliar vocabulary. (Literacy Competency Background, Knowledge and Vocabulary).
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COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

4th 5 weeks

COMMON CORE ANCHOR STANDARDS**2005 PERFORMANCE INDICATORS**5th 5 weeks

<i>Suggested Sub-theme: Autonomy/emerging independence</i>		
<i>Suggested Essential Question: When is the right time to break away; is it an immediate or slow process, or both?</i>		
Reading -literature -informational	<ul style="list-style-type: none"> • Compare and contrast a fictional portrayal and a historical account. • Analyze how authors present information, address problems, and persuade readers. 	<ul style="list-style-type: none"> • Compare and contrast information from a variety of different sources (S1). • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text (S2). • Identify cultural and ethnic values and their impact on context (S3). • Evaluate validity and accuracy of information, ideas, themes, opinions and experiences in text to: <ol style="list-style-type: none"> 1. Identify propaganda (S3) 2. Identify techniques to persuade (S3) 3. Identify differing POVs in texts and presentations (S3)
Writing	<ul style="list-style-type: none"> • Clincher sentences (S.I.M.) • Paired passage. 	<ul style="list-style-type: none"> • Connect, compare, and contrast ideas and information from one or more sources.
Language	<ul style="list-style-type: none"> • Use prior knowledge and inferencing to determine the meaning of a word or phrase. • Use synonyms/antonyms to better understand words. 	<ul style="list-style-type: none"> • Determine meaning of unfamiliar vocabulary and idioms using prior knowledge and context clues. (Literacy Competency – Background Knowledge and Vocabulary).
Speaking and Listening	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts • Demonstrate command of formal English when 	<ul style="list-style-type: none"> • Respect the age, gender, social position, and culture of the speaker and listener

	appropriate; know when/how to code switch	<ul style="list-style-type: none"> Be courteous: avoid sarcasm, ridicule, interruptions, and dominating conversations
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COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

6TH 5 weeks

<p>Reading</p> <p>-literature</p> <p>-informational</p>	<ul style="list-style-type: none"> Analyze how a dramas or poem’s form or structure contributes to its meaning. Recognize, interpret, and make connections in text. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 	<ul style="list-style-type: none"> Identify poetic elements, such as repetition, rhythm and rhyming patterns, in order to interpret poetry (S2). Recognize how author’s use of language creates images or feelings (S2). Recognize that one text may generate multiple interpretations (S2). Identify and connect main ideas and themes of texts, using knowledge of text structures, organization and purpose for reading (S2).
Writing	<ul style="list-style-type: none"> Whole paragraphs (S.I.M.). Poetry explication. 	<ul style="list-style-type: none"> Explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning. Use literary devices (S2).
Language	<ul style="list-style-type: none"> Demonstrate an understanding of figurative language. 	
Speaking and Listening	<ul style="list-style-type: none"> Engage in a range of collaborative discussions Come to discussions prepared; pose questions that elicit elaboration and respond to others comments 	<ul style="list-style-type: none"> Listen for more than one level of meaning Provide feedback by asking questions

	with relevant observations	
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Fourth & Last Quarter

COMMON CORE ANCHOR STANDARDS

2005 PERFORMANCE INDICATORS

7th 5 weeks

<i>Suggested Sub-theme: Reflection on growth</i>		
<i>Suggested Essential Question: How have I and characters that I have studied in literature and life learned from their mistakes, and therefore have truly grown up</i>		
Reading		
-literature	<ul style="list-style-type: none"> • Self-select text based on personal preferences. 	<ul style="list-style-type: none"> • Read voluntarily for a variety of purposes (Literacy competency – Motivation to Read). • Identify questions of personal importance and interest and list works of literature that address them (S1). • Read silently and aloud from a variety of genres, authors and themes (S2). • Preview informational texts to assess content and organization and select texts useful for a task (S1).
-informational	<ul style="list-style-type: none"> • Read and comprehend literary nonfiction with scaffolding as needed. 	
Writing	<ul style="list-style-type: none"> • Drama scene. 	<ul style="list-style-type: none"> • Select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme (S2).
Language	<ul style="list-style-type: none"> • Acquire and use accurately grade – appropriate vocabulary in speech and writing. 	<ul style="list-style-type: none"> • Recognize (and correctly spell) a large body of words (Literacy Competency – Written Language Conventions).
Speaking and	<ul style="list-style-type: none"> • Evaluate the soundness of a speakers argument 	<ul style="list-style-type: none"> • Adopt conventions of e-mail to establish friendly tone

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Notes: Each of the below Genres/topic/areas of focus can be aligned among the eight defined 5 week units

Novel, Short Story, Poetry, Drama, or organize by theme

Specific essential questions should be identified when the teacher clones this scope & sequence consensus curriculum map and defines unit themes & genres depending on the literature and reading selections which most appropriately relate to the chosen essential question(s).