

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Kindergarten ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Unit 1: Smart Start</p> <p>Strategies: Recognize text/story structure.</p> <p>Skills: Phoneme identity; phoneme isolation; letter identity; make predictions, identify setting; identify sight words.</p> <p>Objectives: Listen and respond to a story; read sight words; follow print left to right; identify upper- and lowercase letters; identify letter-sound correspondences; follow print left to right.</p> <p>Essential Questions: What is an alphabet? How does knowing letters and sounds help us read and write?</p> <ul style="list-style-type: none"> ● RI.K.5 ● RF.K.1 ● RF.K.1d ● SL.K.3 ● SL.K.6 ● ELDS Physical Development and Health B <p>Unit 2: Family and Friends</p> <p>Strategies: Recognize text structure; ask questions.</p> <p>Skills: Make predictions; identify characters; compare and contrast.</p> <p>Objectives: Listen and respond to a story; discuss weekly concepts (family and friends); identify characters in a story that is read; count words in a sentence; read sight words, isolate and pronounce initial sounds in words; recognize and produce rhyming words.</p> <p>Essential Questions: What is a story? What is a character (family and friends)?</p> <ul style="list-style-type: none"> ● RL.K.3 ● RL.K.7 ● RF.K.2 ● RF.K.3c ● W.K.3 ● SL.K.1 ● L.K.1 	<p>Unit 3: From Here To There (Food and Transportation)</p> <p>Strategies: Recognize story structure, summarize.</p> <p>Skills: Make and confirm predictions; identify character and setting; phoneme isolation; phoneme blending; identify sight words; make inferences.</p> <p>Objectives: Make and confirm predictions; listen and respond to a story/nonfiction selection; identify the setting in a story; describe relationship between illustrations and the story in which they appear; discuss weekly concepts (transportation and food); understand directionality; understand that each spoken word matches one word in print; read sight words; use letter knowledge to write letters in a word.</p> <p>Essential Questions: What is a setting? How do authors share their thoughts and ideas? How can you share thoughts and ideas?</p> <ul style="list-style-type: none"> ● RL.K.1 ● RL.K.6 ● RL.K.10 ● W.K.2 ● W.K.8 ● SL.K.2 ● L.K.2 <p>Unit 4: People, Places and Things</p> <p>Strategies: Recognize story structure; summarize.</p> <p>Skills: Make and confirm predictions; classify and categorize; phoneme isolation; phoneme blending; identify sight words; main idea and details; retell.</p> <p>Objectives: Listen and respond to a story/nonfiction selection; make and confirm predictions; discuss weekly concepts (animals/community helpers); summarize; identify main idea and details; blend phonemes; read sight words; read decodable words; use letter knowledge to write letters in a word; write sentences; recognize that a period is an ending mark in a sentence; develop a speech-to-print match; recognize syllables in words.</p>	<p>Unit 5: Our Interesting World</p> <p>Strategies: Visualize; recognize text and story structure; recognize sequence of events; draw conclusions; ask questions.</p> <p>Skills: Identify main idea and detail; identify setting; distinguish between fantasy and reality; classify and categorize; compare and contrast.</p> <p>Objectives: Listen and respond to a story/nonfiction selection; discuss weekly concepts (weather, plants and animals); identify characters; setting and sequence events to help understand story; visualize/identify main idea and details to understand story; retell a story; use photos/illustrations to get information; read sight words; read decodable words; distinguish syllables in a word; use letter knowledge to write words; compare and contrast books.</p> <p>Essential Questions: How do readers figure out new words? How do key details help us understand a story? What is the difference between fiction and nonfiction?</p> <ul style="list-style-type: none"> ● RI.K.1 ● RI.K.3 ● RI.K.4 ● RI.K.8 ● RI.K.9 ● RI.K.10 ● W.K.7 ● L.K.6 <p>Unit 6: I Know A Lot</p> <p>Strategies: Monitor comprehension - reread.</p> <p>Skills: Use illustrations; cause and effect; identify setting.</p> <p>Objectives: Listen and respond to a story/nonfiction selection; discuss weekly concepts (what you learned and art); identify characters, setting and sequence events to help understand story; visualize/identify main idea and details to understand story; retell a story; use photos/illustrations to get information; read sight words; read decodable words; monitor comprehension - reread/use illustration; distinguish syllables in a word; use letter knowledge to write words; write sentences; compare and contrast books.</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

Kindergarten ~ ELA Scope & Sequence (CCSS)		
Trimester 1	Trimester 2	Trimester 3
	<p>Essential Questions: How do readers use phonics to decode words? What do writers do when they have to spell a word?</p> <ul style="list-style-type: none"> ● RL.K.2 ● RL.K.4 ● RL.K.5 ● RL.K.9 ● RI.K.2 ● RI.K.6 ● RI.K.7 ● RF.K.3 ● RF.K.4 ● W.K.5 ● SL.K.4 ● SL.K.5 	<p>Essential Questions: What have you learned this school year about reading? What have you learned this school year about writing?</p> <ul style="list-style-type: none"> ● W.K.1 ● W.K.6 ● L.K.4 ● L.K.5

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

First Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Unit 1: All About Me</p> <p>Strategies: Summarize; generate questions.</p> <p>Skills: Story/text structure: character, setting, problem and solution; sequence of events (beginning, middle, and end); fiction/narrative vs. nonfiction.</p> <p>Objectives: Ask and answer questions about character and setting by providing story examples; identify the problem and solution in a story; identify the sequence of events in a story by sorting information.</p> <p>Essential Questions: What makes you an individual? How do your actions affect your relationships with other people? What are the elements of/how do you retell a fiction story (character, setting, problem/solution, beginning/middle/end)?</p> <ul style="list-style-type: none"> ● RL.1.1 ● RL.1.2 ● RL.1.3 ● RL.1.7 ● RF.1.1 ● RF.1.2 ● RF.1.3 ● W.1.3 ● SL.1.1 ● SL.1.2 ● L.1.1 ● L.1.2 ● L.1.6 <p>Unit 2: Outside my Door</p> <p>Strategies: Analyze text structure; evaluate; summarize.</p> <p>Skills: Story/text structure: main idea and details; text features: table of contents, glossary, index, tables, labels, graphs, diagrams, captions, pictures; fiction vs. non-fiction; compare and contrast.</p> <p>Objectives: Identify main idea and details in a text using a graphic organizer; determine fiction versus nonfiction based on story/text structures/features; apply their knowledge of</p>	<p>Unit 3: Let's Connect</p> <p>Strategies: Analyze story/text structure; evaluate; generate questions; generate questions.</p> <p>Skills: Story structure: character, setting, problem and solution; text structure; main ideas and details; sequence of events; author's purpose: inform, persuade, entertain; central message; prediction.</p> <p>Objectives: Identify if a book is fiction or nonfiction; identify the author's purpose; identify the central message of a story; make predictions about a text using pictures and information from the text.</p> <p>Essential Questions: In what ways are you and your family like others? How are you the same? How are you different?</p> <ul style="list-style-type: none"> ● RL.1.2 ● RL.1.5 ● RI.1.5 ● RI.1.8 ● RF.1.4 ● SL.1.4 ● L.1.1 ● L.1.2 ● L.1.6 <p>Unit 4: Nature Watch</p> <p>Strategies: Make inferences; make connections; compare texts; evaluate.</p> <p>Skills: Story structure: character, setting, problem and solution; text structure: main idea and details; inference; fact and opinion; text features: table of contents, glossary, index, tables, labels, graphs, diagrams, captions, pictures; compare and contrast.</p> <p>Objectives: Identify a statement as fact or opinion. Independently identify the main idea of a nonfiction text. Independently identify some details of a nonfiction text. Make inferences about a character or situation in a text using clues in the text to support meaning make connections</p>	<p>Unit 5: Adventures Around the World</p> <p>Strategies: Analyze story/text structure; self monitor comprehension; make inferences; compare and contrast.</p> <p>Skills: Story structure: character, setting, problem and solution; point of view; prediction; fiction, nonfiction, realistic fiction, fairytale, fractured fairy tale, folktale; compare and contrast; author's purpose.</p> <p>Objectives: Identify if a book is a fairy tale or a folktale; compare and contrast different versions of the same story; identify the point of view a story is being told from; compare the point of view of characters in a story; make predictions about a text using pictures and information from the text.</p> <p>Essential Question: How are stories from different places and cultures alike and different?</p> <ul style="list-style-type: none"> ● RL.1.2 ● RL.1.4 ● RL.1.6 ● RL.1.9 ● RL.1.10 ● RF.1.3 ● RF.1.4 ● W.1.5 ● W.1.6 ● SL.1.5 ● L.1.1 ● L.1.2 ● L.1.6 <p>Unit 6: Let's Discover</p> <p>Strategies: Monitor comprehension; make inferences; compare and contrast.</p> <p>Skills: Story structure: character, setting, problem and solution; prediction; fact/ opinion; fiction, nonfiction, realistic fiction; compare and contrast; author's purpose.</p> <p>Objectives: Identify the information provided in pictures in a nonfiction text; identify the information provided in text in a nonfiction text; compare characters, events, and ideas in a</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

text features (table of contents, glossary, index) to find information within a nonfiction book; write explanatory texts (how-tos).

between texts written about the same topic.

story; use clues from the text to determine the meaning of a word.

Essential Question: How can you discover by investigating the world around you?

- RI.1.3
- RI.1.4
- RI.1.6
- RI.1.10
- RF.1.3
- RF.1.4
- W.1.7
- W.1.8
- L.1.1
- L.1.2
- L.1.4
- L.1.5
- L.1.6

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

First Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Essential Question: How do you interact with the world around you?</p> <ul style="list-style-type: none"> ● RI.1.1 ● RI.1.2 ● RI.1.5 ● RI.1.7 ● RF.1.3 ● RF.1.4 ● W.1.2 ● SL.1.3 ● SL.1.6 ● L.1.1 ● L.1.2 ● L.1.6 	<p>Essential Questions: What is a scientist and what things do they study? What things in nature can you observe? What connections can you make?</p> <ul style="list-style-type: none"> ● RI.1.2 ● RI.1.3 ● RI.1.5 ● RI.1.8 ● RI.1.9 ● RI.1.10 ● RF.1.3 ● RF.1.4 ● W.1.1 ● L.1.1 ● L.1.2 ● L.1.6 	

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Second Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><u>Unit 1: Relationships</u></p> <p>Strategies: Analyze story structure and summarize.</p> <p>Skills: Analyze character, setting, and plot; identify main idea and details; make and confirm predictions.</p> <p>Objectives: Use a character and setting chart to organize information from fictional text; use a story map to analyze the beginning, middle, and end in a story; identify and use main idea and details in a web to help summarize a story; use a prediction chart to log predictions and what happens in a text.</p> <p>Essential Question: What can we do to make relationships stronger?</p> <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.2 ● RL.2.3 ● RL.2.4 ● RL.2.5 ● RL.2.7 ● RL.2.9 ● RI.2.1 ● RI.2.2 ● RI.2.5 ● RI.2.7 ● RI.2.9 ● W.2.2 ● SL.2.4 ● L.2.1 ● L.2.2 <p><u>Unit Two: Growth and Change</u></p> <p>Strategies: Summarize; context clues; use a dictionary; use a thesaurus; generate questions.</p> <p>Skills: Draw conclusions; identify sequence of events; make inferences.</p>	<p><u>Unit 3: Better Together</u></p> <p>Strategies: Reread; adjust reading rate/reread; visualize.</p> <p>Skills: Cause and effect; use illustrations; summarize.</p> <p>Objectives: Identify key details and use a graphic organizer to summarize; identify cause and effect relationships within a text and organize them in a chart; use an illustration chart to organize and analyze information gained from pictures in a story; locate words and definitions in a dictionary; use a thesaurus to find antonyms and synonyms.</p> <p>Essential Question: How does working together make things better?</p> <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.2 ● RL.2.3 ● RL.2.4 ● RL.2.5 ● RL.2.7 ● RL.2.9 ● RI.2.1 ● RI.2.2 ● RI.2.5 ● RI.2.7 ● RI.2.9 ● W.2.2 ● SL.2.4 ● L.2.1 ● L.2.2 <p><u>Unit Four: Land, Sea, Sky</u></p> <p>Strategies: Generate questions; reread; adjust reading rate.</p> <p>Skills: Compare and contrast; cause and effect; text structure: description; make and confirm predictions; make inferences; use text features to get information.</p>	<p><u>Unit 5: Discoveries</u></p> <p>Strategies: Summarize; visualize.</p> <p>Skills: Author’s purpose; problem and solution; main idea and details; sequence of events; context clues; classify and categorize.</p> <p>Objectives: Identify the author’s purpose of a text and use evidence from the text to help summarize a selection; use a problem and solution chart to organize information; identify and record main idea and details to help summarize a nonfiction text; use a sequence chart to summarize a selection; use a graphic organizer to classify and categorize information from a nonfiction text.</p> <p>Essential Questions: What are some discoveries you that you think are very important? What would the world be like if no surprises or new discoveries were made?</p> <ul style="list-style-type: none"> ● RL.2.4 ● RL.2.7 ● RL.2.9 ● RI.2.7 ● RI.2.8 ● RI.2.9 ● W.2.2 ● L.2.1 ● L.2.2 <p><u>Unit Six: Expressions</u></p> <p>Strategies: Story structure; text structure; reread.</p> <p>Skills: Fantasy and reality; draw conclusions; make judgements; compare and contrast; character and setting.</p> <p>Objectives: Distinguish between fantasy and reality in a fictional text; make judgements and draw conclusions in response to a text; identify key facts and use them to draw conclusions; compare and contrast inventors using Venn diagrams; identify characters and setting within a text; read and analyze a map as a text feature.</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Second Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Objectives: Identify key facts from a text and use them to draw conclusions through use of a graphic organizer; use context clues to help define unfamiliar terms; use a graphic organizer to retell a story in sequence using transitional words; select key information from a text, combine it with prior knowledge, and make inferences utilizing a graphic organizer; plan and write a how-to poster; locate words in a dictionary or thesaurus.</p> <p>Essential Question: In what ways do living things grow and change?</p> <ul style="list-style-type: none"> ● RL.2.1 ● RL.2.2 ● RL.2.4 ● RL.2.5 ● RL.2.7 ● RL.2.9 ● RI.2.1 ● RI.2.2 ● RI.2.5 ● RI.2.7 ● RI.2.9 ● W.2.2 ● SL.2.4 ● L.2.1 ● L.2.2 	<p>Objectives: Use a compare and contrast chart to help organize to help understand a non-fiction text; identify characters and settings; chart causes and effects to help you understand a text; use a descriptive web to organize information taken from a text; use captions and sidebars to gain information; recognize that authors can use bold or italic type to call attention to important words.</p> <p>Essential Question: How do animals respond to the world around them?</p> <ul style="list-style-type: none"> ● RL.2.3 ● RL.2.7 ● RL.2.9 ● RI.2.7 ● RI.2.8 ● RI.2.9 ● W.2.2 ● SL.2.4 ● L.2.1 ● L.2.2 	<p>Essential Question: How do we express ourselves in different and creative ways?</p> <ul style="list-style-type: none"> ● RL.2.2 ● RL.2.3 ● RL.2.4 ● RL.2.9 ● RI.2.1 ● RI.2.2 ● RI.2.8 ● RI.2.9 ● W.2.2 ● SL.2.4 ● L.2.1 ● L.2.2

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Third Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Unit 1: Past, Present, Future (Voluntown History, Forces and Motion)</p> <p>Strategies: Summarize; context clues; use a dictionary; use a thesaurus; generate questions.</p> <p>Skills: Draw conclusions; identify sequence of events; make inferences.</p> <p>Objectives: Identify character, setting, plot in a story; identify character traits; identify a text's main idea and supporting details; research/investigate and present their findings to the class; look up unfamiliar words in the dictionary; describe characters in a story and explain how their actions contribute to sequence of events; apply the TTQA strategy to develop extended responses with text evidence.</p> <p>Essential Questions: How did the history of Voluntown shape our community? How do authors convey a main idea and use details to support it? How does learning about the past affect our future? What new discoveries could help people today?</p> <ul style="list-style-type: none"> ● L.3.1 ● L.3.2 ● L.3.5 ● L.3.6 ● RI.3.1 ● RI.3.2 ● RF.3.3 ● RF.3.4 ● RF.3.6 ● RL.3.2 ● RL.3.4 ● RL.3.5 ● RL.3.7 ● RL.3.10 ● SL.3.1 ● SL.3.2 ● SL.3.4 ● W.3.1 ● W.3.2 ● W.3.3 	<p>Unit 2: Families and Community (Voluntown History and Weather)</p> <p>Strategies: Generate questions; reread; adjust reading rate.</p> <p>Skills: Compare and contrast; cause and effect, text structure: description; make and confirm predictions; make inferences; use text features to get information.</p> <p>Objectives: Use these same text features, as well as search tools in order to locate information relevant to a given topic; distinguish between relevant/irrelevant information; identify the author's purpose and point of view and distinguish it from their own point of view; determine the theme, whether it's stated or unstated; write a friendly Letter; use Venn diagram to compare themes, settings or plots in books by the same author (Dr. Seuss); use graphic organizers to describe characters and how their actions contribute to the sequence of events (using evidence from the text).</p> <p>Essential Questions: How can an author present informational text effectively? How can people with different ideas still work together? What does it mean that an individual is a member of a family or community? How are all families similar? Why is reading a variety of literature, finding the main idea and details, and using terms like chapter, scene, or stanza to summarize the selection important to understanding reading? What is my opinion of the story compared to the narrator's point of view? How do weather and climate affect communities?</p> <ul style="list-style-type: none"> ● L.3.1 ● L.3.2 ● L.3.3 ● L.3.4 ● RF.3.3 ● RF.3.4 ● RI.3.10 ● RI.3.3 ● RI.3.4 ● RI.3.5 ● RI.3.7 ● RI.3.8 	<p>Unit 3: Nature (Plants/Animals and Connecticut History)</p> <p>Strategies: Story structure; text structure; reread.</p> <p>Skills: Fantasy and reality; draw conclusions; make judgements; compare and contrast; character and setting.</p> <p>Objectives: Determine the meaning of both academic and domain specific words and phrases relevant to grade 3 topic/subject area; use these same text features as well as search tools in order to locate information relevant to a given topic; distinguish between relevant/irrelevant information; identify the author's purpose and point of view and distinguish it from their own point of view; determine the theme, whether it's stated or unstated; determine the main idea and supporting details of a text; use a Venn diagram to compare texts.</p> <p>Essential Question: What are the characteristics of living and nonliving things? What characteristics make a community for both living and nonliving things? How can an author present informational text effectively? How do people use natural resources and why is it important to save these?</p> <ul style="list-style-type: none"> ● L.3.1 ● L.3.2 ● L.3.3 ● L.3.4 ● L.3.5 ● L.3.6 ● RF.3.3 ● RF.3.4 ● RI.3.4 ● RI.3.5 ● RI.3.7 ● RI.3.9 ● RI.3.10 ● RL.3.1 ● RL.3.2 ● RL.3.6 ● RL.3.7 ● RL.3.9 ● RL.3.10 ● SL.3.1

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

- W.3.7
- W.3.8

- RI.3.9
- RL.3.1
- RL.3.2
- RL.3.3
- RL.3.4
- RL.3.5
- RL.3.6
- RL.3.9
- SL.3.1
- SL.3.3
- SL.3.4
- SL.3.6
- W.3.1
- W.3.4
- W.3.6
- W.3.7

- SL.3.2
- SL.3.5
- SL.3.6
- W.3.5
- W.3.10

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Fourth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><u>Unit 1: Exploring Real and Fictitious Worlds Through Literature</u></p> <p>Strategies: Evaluate; summarize; context clues.</p> <p>Skills: Compare and contrast; sequence; author’s purpose; main idea and details.</p> <p>Objectives: Sequence events in the story; identify the main idea with supporting details; compare and contrast characters; identify the author’s purpose.</p> <p>Essential Questions: How do authors help us to explore real world and make-believe worlds? How do authors use details to make a story more engaging and believable?</p> <ul style="list-style-type: none"> ● RL.4.1 ● RL 4.2 ● RL.4.3 ● W.4.2 ● W.4.3 ● L.4.1 ● L.4.2 ● RI. 4.1 ● RI.4.2 ● SL 4.2 <p><u>Unit 2: Taking a Stand</u></p> <p>Strategies: Make inferences; analyze; generate questions.</p> <p>Skills: Author’s purpose; fact and opinion; main idea; problem and solution; make inferences.</p> <p>Objective: Identify the author’s purpose; analyze the text; identify the problem and solution; analyze the text to make inferences.</p> <p>Essential Question: What kinds of events or issues inspire people to take a stand?</p> <ul style="list-style-type: none"> ● RI 4.2 ● RI.4.8 ● W.4.3 	<p><u>Unit 3: Making a Difference</u></p> <p>Strategies: Evaluate; summarize.</p> <p>Skills: Make inferences; author’s purpose; compare and contrast; sequence; summarize.</p> <p>Objectives: Sequence events in the story in order to summarize; compare and contrast characters; identify the author’s purpose.</p> <p>Essential Question: How do ordinary people make a difference in the world?</p> <ul style="list-style-type: none"> ● RL 4.4 ● RL.4.6 ● RL 4.7 ● RI.4.8 ● RI.4.9 ● RI 4.4 ● RI 4.5 ● RI 4.6 ● W 4.2 ● W 4.3 ● W 4.6 ● W 4.7 ● SL 4.3 ● SL 4.5 ● L 4.3 <p><u>Unit 4: Point of View</u></p> <p>Strategies: Generate questions; evaluate; analyze text structure.</p> <p>Skills: Draw conclusions; persuasion; sequence; compare and contrast.</p> <p>Objectives: Analyze the author’s purpose; identify the sequence of story events; use information from a selection in order to draw conclusions.</p> <p>Essential Question: How does an author use a character’s actions, or what the character says, to get across his/her</p>	<p><u>Unit 5: Relationships</u></p> <p>Strategies: Generate questions; evaluate; analyze text structure.</p> <p>Skills: Summarize; make Judgements; sequence; problem and solution; fact and opinion; analyze characters.</p> <p>Objectives: Ask self questions to monitor comprehension; analyze characters and make judgements; identify facts and opinions; identify the problem and solution in a story.</p> <p>Essential Question: What are the different types of relationships that animals, and people can have?</p> <ul style="list-style-type: none"> ● RL.4.6 ● RI.4.9 ● RI 4.10 ● W.4.1 ● W.4.5 ● W 4.8 ● W 4.9 ● W 4.10 ● RL 4.9 ● RL 4.10 ● RF 4.3 ● RF 4.4 ● L 4.4 ● L 4.6 ● SL 4.6 <p><u>Unit 6: Making Discoveries</u></p> <p>Strategies: Analyze story/text structure; self monitor comprehension.</p> <p>Skills: Cause and effect; character; theme; make generalizations; author’s perspective; fact and opinion; description.</p> <p>Objectives: Analyze the author’s perspective; identify the theme(s) in a selection; determine cause and effect and fact and opinion; make generalizations about characters.</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

	<p>viewpoint?</p> <ul style="list-style-type: none">● RI. 4.9● SL.4.1● SL.4.4● L.4.5	<p>Essential Question: How do authors demonstrate discoveries about history, nature, and the animals in our world to connect with readers?</p> <ul style="list-style-type: none">● RL.4.3● RL.4.5● RI.4.8● W.4.1● SL.4.1
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Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Fifth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><u>Unit 1: Key Ideas and Details - Literature - Challenges</u></p> <p>Strategies: Identify characters, plot, and setting within different fictional genres; compare and contrast characters, settings, or events within a story; summarize events in a story; explain how characters' actions help reveal a theme.</p> <p>Skills: Story elements; story structure; compare and contrast; summarize; theme.</p> <p>Objectives: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; determine a theme of story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text; compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Essential Questions: How do readers use parts of the text to support their understanding? How can a character's response to challenges help to determine the theme of a text? How can comparing and contrasting story elements enhance a reader's understanding of a story?</p> <ul style="list-style-type: none"> ● RL.5.1 ● RL.5.2 ● RL.5.3 ● RL.5.10 ● W.5.3 ● L.5.1 ● L.5.5 ● RF.5.3 <p><u>Unit 2: Key Ideas and Details - Informational Text - Discovering New Information</u></p> <p>Strategies: Use textual clues and background knowledge to make inferences; identify main ideas and supporting details in informational texts; use main ideas and supporting details to summarize a selection; compare and contrast information in one or more non-fiction texts.</p>	<p><u>Unit 3: Craft and Structure - Literature - Turning Points</u></p> <p>Strategies: Identify facts and opinions; compare and contrast information in two or more texts; use main ideas and supporting details to summarize; analyze narrator's or speaker's point of view; determine the meaning of words and phrases as they are used in a text; explain the overall structure of a story, drama, or poem.</p> <p>Skills: Fact and opinion; compare/contrast, main idea/ supporting details; point of view; figurative language; text structure.</p> <p>Objectives: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem; describe how a narrator's or speaker's point of view influences how events are described.</p> <p>Essential Questions: Why do authors use figurative language in their writing? How does the structure of a literature text impact a reader's experience and understanding of it? How do different points of view influence the description of events?</p> <ul style="list-style-type: none"> ● RL.5.4 ● RL.5.5 ● RL.5.6 ● RL.5.10 ● W.5.9 ● L.5.3 ● SL.5.2 ● SL.5.3 <p><u>Unit 4: Craft and Structure - Informational Text Experiences</u></p> <p>Strategies: Identify and study the meanings of academic and domain-specific vocabulary; analyze non-fiction text structures; compare and contrast text structures in two or more texts; evaluate an author's purpose for writing; analyze multiple accounts of the same event, focusing on similarities and differences in point of view.</p>	<p><u>Unit 5: Integration of Knowledge and Ideas - Literature - Achievements</u></p> <p>Strategies: Generate questions during reading; identify problems and their solutions in non-fiction texts; use textual clues and background knowledge to make inferences; analyze theme; identify cause and effect; evaluate author's perspective; compare and contrast approaches to similar themes and topics in the same genre; respond to the meaning and emotion in visual elements and make informed judgments about them.</p> <p>Skills: Questioning; problem and solution; inferences; theme; cause and effect; author's perspective; compare/contrast; visual elements.</p> <p>Objectives: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem); compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Essential Questions: How do the visual or multimedia elements of a text support the author's message? How does the presentation (e.g., visual or multimedia) enhance the reader's understanding of the text? How do stories in the same genre with similar themes and topics differ in the way the authors develop and reveal those themes?</p> <ul style="list-style-type: none"> ● RL.5.7 ● RL.5.9 ● RL.5.10 ● W.5.2 ● L.5.5 ● SL.5.5

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

<p>Skills: Making inferences; main ideas and details; summarizing; compare/contrast.</p>	<p>Skills: Academic and domain-specific vocabulary; nonfiction text structures; compare/contrast; author's purpose; point of view.</p>	
<p>Fifth Grade ~ ELA Scope & Sequence</p>		
<p>Trimester 1</p>	<p>Trimester 2</p>	<p>Trimester 3</p>
<p>Objectives: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; determine two or more main ideas of a text and explain how they are supported by key details; summarize the text; explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Essential Questions: How do readers use portions of informational text as evidence to support their critical understanding of the text as a whole? How does identifying details help the reader to determine the main idea or main ideas the author is trying to convey? How does an author develop relationships and interactions between individuals, events, ideas, or concepts in informational text?</p> <ul style="list-style-type: none"> ● RI.5.1 ● RI.5.2 ● RI.5.3 ● RI.5.10 ● W.5.2 ● L.5.4 	<p>Objectives: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>; compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts; analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Essential Questions: How can we experience different places and times by reading literature and non-fiction texts? If you could experience any place, real or make-believe, where would you go? If you could experience any time, what time would you choose?</p> <ul style="list-style-type: none"> ● RI.5.4 ● RI.5.5 ● RI.5.6 ● RI.5.10 ● W.5.3 ● L.5.4 ● L.5.6 	<p>Unit 6: Integration of Knowledge and Ideas Informational Text - Great Ideas</p> <p>Strategies: Identify information from multiple sources; analyze information to find answers to questions or problems; determine the most effective and efficient method for answering a question or solving a problem; demonstrate the ability to answer a question quickly or solve a problem efficiently; identify and gather key and relevant details/information from several texts (sources) on the same topic; combine and organize key and relevant details/information from several texts (sources) in a logical manner.</p> <p>Skills: Print and digital formats of informational text; information analysis; effective and efficient methods; particular points (arguments) in a text; reasons and evidence; multiple text sources; integrating information.</p> <p>Objectives: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently; explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s); integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Essential Questions: How can knowing how to navigate a variety of resources help in answering questions quickly or solving problems efficiently? Why is it essential for authors to support their ideas? Why should authors use more than one text (source) when gathering information on a single topic?</p> <ul style="list-style-type: none"> ● RI.5.7 ● RI.5.8 ● RI.5.9 ● RI.5.10 ● L.5.5

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Sixth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p><u>Unit 1: Key Ideas and Details - Literature - Finding a Place in the World</u></p> <p>Strategies: Draw conclusions and cite evidence to support them; identify and define plot elements; analyze cause and effect; identify sequence of events; analyze and explain the effect of characterization in a story; summarize by determining the most important event in a text; infer the theme or central idea by using details from the text.</p> <p>Skills: Drawing conclusions; plot and organization; cause/effect, sequence of events; characterization; summarize; theme.</p> <p>Objectives: Cite textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text; determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Essential Questions: How does background knowledge and use of textual evidence help a reader's comprehension of a text? How do story elements help convey a particular theme? How do characters affect the plot of a story?</p> <ul style="list-style-type: none"> ● RL.6.1 ● RL.6.2 ● RL.6.3 ● RL.6.9 ● RL.6.10 ● W.6.3 ● L.6.1 ● L.6.4 <p><u>Unit 2: Key Ideas and Details - Informational Text - Meeting Challenges</u></p> <p>Strategies: Use textual evidence and background knowledge to draw inferences; cite textual evidence to support analysis of the text and inferences; determine the central ideas and key supporting details in informational texts; summarize informational texts without including personal judgments or opinions; analyze how key individuals, events, or ideas are introduced, illustrated, and elaborated in a text.</p>	<p><u>Unit 3: Craft and Structure - Literature - Encountering Nature</u></p> <p>Strategies: Determine the meaning of words and phrases as they are used in a text; identify figurative language and explain how it expands the meaning and tone of a fictional text; analyze the impact of word choice on meaning and tone; define what is meant by meaning and tone; describe the structure (either overall or a specific part) of a fiction text and explain how it relates to its theme, setting, or plot; identify the narrator's point of view in a fiction text; determine how the point of view affects the reader; explain how the point of view affects the author's development of characters, plots, and themes.</p> <p>Skills: Words and phrases in context; figurative and connotative meanings; meaning and tone; fiction text structure; narrator's point of view.</p> <p>Objectives: Determine the meaning of words and phrases as they are used in a text; including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone; analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot; explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Essential Questions: How do good readers determine word meanings, including figurative and connotative meanings? How does word choice affect the meaning and tone of a text? How does text structure contribute to the development of the theme, setting, or plot? Why do authors write from different points of view, and how does point of view affect our understanding of the story?</p> <ul style="list-style-type: none"> ● RL.6.4 ● RL.6.5 ● RL.6.6 ● RL.6.9 ● RL.6.10 ● W.6.1 ● L.6.4 ● L.6.5 ● L.6.6 	<p><u>Unit 5: Integration of Knowledge and Ideas- Literature - Imagining the Fantastic</u></p> <p>Strategies: Compare the experience of reading a text to listening to or viewing a comparable audio, video, or live version; contrast what is "seen" and "heard" when reading a written text to what is perceived while listening to or viewing a comparable version; identify the characteristics of different genres based on the literary elements, (e.g. theme, character, plot) associated with those genres; compare and contrast how similar themes and topics are addressed in different genres of text; identify elements of poetry; identify multiple levels of meaning.</p> <p>Skills: Compare/contrast; comparable version; genre characteristics; rhythm; repetition; multiple levels of meaning; topic/theme.</p> <p>Objectives: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch; compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Essential Questions: How does independent reading differ from the viewing of a produced work (e.g., movie/video, play)? How can similar themes be conveyed using different forms and genres? How does comparing and contrasting different genres with similar themes help further our understanding of those themes?</p> <ul style="list-style-type: none"> ● RL.6.7 ● RL.6.9 ● RL.6.10 ● W.6.2 ● W.6.7 ● W.6.8 ● SL.6.4 ● SL.6.5 ● SL.6.6

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Sixth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Skills: Drawing inferences; text analysis; determining central ideas and key details; summarizing.</p> <p>Objectives: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments; analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Essential Questions: Why is textual evidence essential to a reader's understanding, and why is it important to cite evidence? How do supporting ideas help to develop the central idea? How does summarizing help our understanding of the text?</p> <ul style="list-style-type: none"> ● RI.6.1 ● RI.6.2 ● RI.6.3 ● RI.6.10 ● W.6.2 ● L.6.6 ● SL.6.3 	<p>Unit 4: Craft and Structure - Informational Text - Defining Freedom</p> <p>Strategies: Explain how the author's use of figurative language further illustrates/expands the meaning or message of a nonfiction/informational text; explain how the author's use of connotative meanings conveys the author's tone within a text; explain how an author's use of technical language helps the reader to understand specific processes and procedures in technical text; describe the overall structure of a text and explain how it relates to the development of ideas; determine the author's point of view and purpose in a text; identify words and phrases that help to convey the author's point of view or purpose; explain how supporting evidence (e.g., examples, graphic features) helps to convey the author's point of view or purpose.</p> <p>Skills: Figurative language; connotation/denotation; tone; nonfiction text structure; text organization; point of view; author's purpose.</p> <p>Objectives: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas; determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>Essential Questions: In what way does figurative language affect the interpretation of text and phrases? Why is it important for readers to understand the development of ideas and structure of a text? Why is it important to determine the author's point of view and purpose in informational text?</p> <ul style="list-style-type: none"> ● RI.6.4 ● RI.6.5 ● RI.6.6 ● RI.6.10 ● L.6.4 ● SL.6.3 	<p>Unit 6: Integration of Knowledge and Ideas - Informational Text - Expressing Yourself</p> <p>Strategies: Interpret important information on a topic presented in different media or formats; integrate information from different media or formats; identify the author's argument and claims in a text; identify the author's evidence that supports the argument and specific claims in a text; compare and contrast the same event presented by two different authors; recognize differing viewpoints; explain why one author's presentation of events differs from another.</p> <p>Skills: Different text media and formats; argument and claim; sufficient evidence/support; differing viewpoints; compare/contrast.</p> <p>Objectives: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue; trace and evaluate the argument and specific claims in a text; distinguishing claims that are supported by reasons and evidence from claims that are not; compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>Essential Questions: How does exploring information presented in different media or formats affect the reader's understanding of a topic or an idea? How does one determine whether an author's claim is credible and that supporting evidence is sufficient? How does an author's perspective affect his or her written interpretation of an event?</p> <ul style="list-style-type: none"> ● RI.6.7 ● RI.6.8 ● RI.6.9 ● RI.6.10 ● L.6.4

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Seventh Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Unit 1: Science Fiction (A Wrinkle in Time)</p> <p>Strategies: Understand academic vocabulary words and terms in relation to the context of the novel; describe the fictional genre fantasy and science fiction; identify fictional elements; identify all five stages of plot using a plot diagram; describe the difference between first and third person and give examples of each; explain the difference between a static character and dynamic character; explain mental imagery; describe a story's theme and provide an example.</p> <p>Skills: Define, apply, and analyze academic vocabulary words pertaining to the context of the novel; read and understand grade-level texts in the form of the fictional novel.</p> <p>Objectives: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Essential Questions: How does analyzing characters help to understand the plot? How does the changing setting affect the characters? How does the author's choice of narrator affect the characterization of the novel?</p> <ul style="list-style-type: none"> • RL.7.1 • RL.7.3 • RL.7.5 • RL.7.6 • RI.7.4 • L.7.1 • L.7.2 • L.7.3 • L.7.4 • L.7.5 • L.7.6 • W.7.3 • SL.7.1 • SL.7.2 <p>Unit 2: Utopias and Dystopias (The Giver quartet)</p> <p>Strategies: Cite several pieces of evidence to support analysis of the text as well as inferences; determine central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact; analyze how an author develops and contrasts the points of view of different characters or narrators in a text; compare and contrast a written story to its filmed version.</p> <p>Skills:</p> <p><i>The Giver:</i> Assume the role of a citizen in Jonas' community and participate in the rituals of the society; find the main idea in 5 nonfiction articles; compare and contrast the content of nonfiction articles; synthesize information about "real life" utopias" and form an opinion that can be supported by evidence.</p>		<p>Unit 3: Historical Fiction (Esperanza Rising)</p> <p>Strategies: Understand the academic vocabulary in <i>Esperanza Rising</i>, as well as words and terms in relation to Mexican Americans in the 1930's in context throughout the unit, identify the timeline of the Great Depression; analyze the themes, characters, and plot in <i>Esperanza Rising</i>.</p> <p>Skills: Summarize portions of the text, both orally and in writing; identify important words in the text, providing the part of speech and definition; generate and answer the 4 types of questions (knowledge/comprehension, application, analysis, evaluation/synthesis) for their peers in small group literature circles; make text-to-text, text-to-self and text-to-world connections to the novel; explain which characters are static and which are dynamic, citing examples from the text as evidence; explain a theme from the novel and give examples of where it is seen; describe and complete all five stages of the writing process, while applying all six traits of writing; write a poem from Esperanza's perspective, showing how she changes in the story, write metaphors, similes, and personification in their poem.</p> <p>Objectives: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact; determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and other repetitions of sounds; analyze how an author develops and contrasts the points of view of different characters or narrators in a text; compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

Gathering Blue: Create a reflective project about themselves with emphasis on storytelling and relating oneself to the character in the novel.

Messenger: Analyze the novel and find the theme, creating a product that supports the theme with evidence from the novel.

Objectives: Analyze a society to decide if it is a utopia or dystopia; cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); analyze how an author develops and contrasts the points of view of different characters or narrators in a text; compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Seventh Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Essential Questions: What makes a utopian society perfect? How can being different be terrifying and empowering at the same time?</p> <ul style="list-style-type: none"> • RL.7.2 • RL.7.3 • RL.7.6 • RL.7.7 • RI.7.1 • RI.7.2 • RI.7.3 • RI.7.7 • RI.7.8 • L.7.1 • L.7.2 • L.7.3 • L.7.4 • L.7.5 • L.7.6 • SL.7.1 		<p>Essential Questions: How do experiences change who we are as a person? How does where we live affect our identity?</p> <ul style="list-style-type: none"> • RL.7.1 • RL.7.2 • RL.7.3 • RL.7.4 • RL.7.6 • RL.7.9 • RL.7.10 • RI.7.1 • RI.7.5 • RI.7.6 • RI.7.9 • RI.7.10 • L.7.1 • L.7.2 • L.7.3 • L.7.4 • L.7.5 • L.7.6 • SL.7.1 • SL.7.3 • SL.7.4 • SL.7.5 • SL.7.6

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence (CCSS / CCS)

Eighth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
<p>Unit 1: Dystopia (Son)</p> <p>Strategies: Understand dystopian texts are related to current, past, or future society; dystopian texts comment on issues of human life; dystopian texts serve as a warning to readers; identify tone as the author’s attitude towards the subject; mood is the atmosphere created for a reader; identify the writing topic and determine an appropriate structure/strategy..</p> <p>Skills: Analyze dystopian literature by comparison; analyze problems of dystopian literature and offer potential solutions</p> <p>Objectives: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style; analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors; draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Essential Questions: Which is better: censorship or open sharing of knowledge? What truth can we learn from fiction? What literary elements make dystopian texts accessible to readers? How do characters develop over a series?</p> <ul style="list-style-type: none"> ● RL.8.3 ● RL.8.4 ● RL.8.5 ● RL.8.7 ● W.8.8 ● W.8.9 ● W.8.10 ● L.8.1 ● L.8.2 	<p>Unit 2: Courage and Honesty (Red Kayak)</p> <p>Strategies: Understand the terminology words in the novel; understand the definitions of figurative language and rhetorical devices; identify pieces of figurative language, understand their role in the mock trial.</p> <p>Skills: Define identity and discover their self-identity; evaluate the dynamics of changing friendships; complete a close reading analysis of the novel in excerpt form, as well as analyzing the importance of dialogue, transitions, plot, etc.; write their own versions of poems, using figurative language and rhetorical devices; research and prepare for their role in the mock trial based on the novel information and collaboration with classmates.</p> <p>Objectives: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Essential Questions: What inspires people to act courageously? How do your choices affect other people, either negatively or positively? Do you think a person should risk their life to save another life? Why or why not?</p> <ul style="list-style-type: none"> ● RL.8.1 ● RL.8.3 ● RL.8.4 ● W.8.1 ● W.8.2 ● W.8.3 ● SL.8.1 ● SL.8.2 ● SL.8.3 ● SL.8.4 ● SL.8.5 ● SL.8.6 ● RI.8.1 ● RI.8.2 ● RI.8.3 ● RI.8.4 	<p>Unit 4: Historical Fiction</p> <p>Strategies: Understand the academic vocabulary words and terms in relation to the Holocaust in context throughout the unit; identify the timeline of the Holocaust; define human rights and be able to apply it to many different characters and people in history; learn definitions of human dignity and the right to religion and belief; understand how freedom of religion and belief protect human dignity.</p> <p>Skills: Define, apply and analyze academic vocabulary words pertaining to the Holocaust; read and understand grade-level texts in the form of the fictional novel <i>The Devil’s Arithmetic</i> and the <i>Anne Frank</i> play; examine how human dignity is central to many religions and connect this to human rights; produce an essay comparing and contrasting the human rights violation of people portrayed in three different pieces of media using text-based evidence and writing from sources to produce clear and coherent writing (video, play, and article of their own research); research an article on historical events during the 1940’s, using the Gale Database, Student Resource Center Junior, to write as if it is a current event in present day and present their writing in class; research an article about a person whose human rights have been violated, using the Gale Database, to compare and contrast with <i>Anne Frank</i>, using textual evidence to support their claim.</p> <p>Objectives: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style; analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors; draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

- L.8.3
- L.8.4
- L.8.5
- L.8.6

Unit 3: Stereotypes (The Outsiders)

Strategies: Understand the slang terminology words in the novel; understand the importance of the “Nothing Gold Can Stay” poem, both within the novel and on its own; identify the timeline of events in the 1960s.

Voluntown K-8 English/Language Arts (ELA) Scope & Sequence ([CCSS](#) / [CCS](#))

Eighth Grade ~ ELA Scope & Sequence		
Trimester 1	Trimester 2	Trimester 3
	<p>Skills: Define identity and discover their self-identity; evaluate the dynamics of cliques and gangs and assess if they are necessary during youth; compare and contrast the 1960s and modern times, in regards to fashion, media, music, movies, etc.; compare and contrast the Greasers and Socs, and relate the gangs to the groups/cliques at their secondary school; interpret Robert Frost’s poem “Nothing Gold Can Stay” and analyze Ponyboy and Johnny’s interpretations; complete a close reading analysis of the novel in excerpt form, as well as analyzing the importance of dialogue, transitions, plot, etc.; analyze the influence of media in the novel and in society; compare and contrast the movie version of The Outsiders with the novel by S.E. Hinton.</p> <p>Objectives: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision; determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts; analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors; draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Essential Questions: How is your personal identity defined? How is your identity related to that of a group? How does socioeconomic status of characters affect the trajectory of the plot? How does the author use figurative language and poetry as a tool in the novel? How does the plot (events in a story) affect the characters in the novel?</p> <ul style="list-style-type: none"> ● RL.8.2 ● RL.8.6 ● RL.8.9 ● RL.8.10 ● RL.8.3 ● RL.8.4 ● RL.8.7 ● W.8.9 	<p>Essential Questions: Is who you are is a result of where you live? How were basic human rights affected by the Holocaust?</p> <ul style="list-style-type: none"> ● RL.8.3 ● RL.8.4 ● RL.8.5 ● RL.8.7 ● RI.8.5 ● RI.8.6 ● RI.8.7 ● RI.8.8 ● RI.8.9 ● RI.8.10 ● W.8.4 ● W.8.5 ● W.8.6 ● W.8.7 ● W.8.9