

## ***Curriculum Scope & Sequence***

**School: Pike Creek Charter Grade or Course: 6<sup>th</sup> Grade ELA Teacher \_\_\_\_\_**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Essential Questions
<b>Unit 1</b>	<p><b>Reading: Literacy Text</b>                      RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics                      RL.6.4 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 the meaning and tone.</p> <p><b>Reading: Informational Text</b>                      RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>Language Standards</b>                      L.6.1. Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.                      L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.6.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.                      L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p><b>Writing Standards</b>                      W.6.3. Write a narrative to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well – structured event sequences.                      W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                      W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>Speaking and Listening Standards</b>                      S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      S.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</p>	<p><b>Unit theme:</b>  <b>How do we decide what is true?</b></p> <p><b>Literacy Concepts:</b>  <b>Fiction and Nonfiction Narrative Texts</b></p> <p><b>Language Concepts:</b>  <b>Nouns                      Pronouns</b></p> <p><b>Writing:</b>  <b>Autobiographical Narrative</b></p>	<p><b>I can identify the difference between fiction and nonfiction texts.</b></p> <p><b>I can predict before and while reading text.</b></p> <p><b>I can identify narrative texts.</b></p> <p><b>I can identify imagery in text.</b></p> <p><b>I can interpret symbolism in a text.</b></p> <p><b>I can classify statements as fact or opinion.</b></p> <p><b>I can explain how authors convey their point of view in a text.</b></p> <p><b>I can categorize different types of nouns.</b></p> <p><b>I can identify pronouns in their proper case (subject, objective and possessive).</b></p> <p><b>I can compose an autobiographical narrative.</b></p> <p><b>I can conduct research and use it to create a news report with power point.</b></p>

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**School:** Pike Creek Charter **Grade or Course** 6<sup>th</sup> Grade ELA **Teacher** \_\_\_\_\_

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<b>Unit 2</b>	<p><b>Reading: Literacy Text</b>                      RL.6.3. 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 towards a resolution.                      RL.6.5. 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.                      RL.6.7. 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.</p> <p><b>Reading: Informational Text</b>                      RI.6.5. 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.                      RI.6.9. Compare and contrast one author’s presentation of events with that of another.</p> <p><b>Language Standards</b>                      L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.6.2. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.6.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>Writing Standards</b>                      W.6.1. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.                      W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.                      W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening Standards</b>                      S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.                      S.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Unit Theme: Is Conflict Bad?</b></p> <p><b>Literacy Concepts: Elements of a story</b></p> <p><b>Language Concepts: Verbs and Verb tenses</b></p> <p><b>Writing Concepts: Short Story Compare and Contrast</b></p>	<p><b>I can identify the various story elements.</b></p> <p><b>I can make inferences to increase my comprehension.</b></p> <p><b>I can categorize and compare characters in a story.</b></p> <p><b>I can identify a character’s motives.</b></p> <p><b>I can identify different conflicts in a text.</b></p> <p><b>I can draw conclusions based on information given to me.</b></p> <p><b>I can analyze how a specific scene contributes to the overall development of the plot.</b></p> <p><b>I can manipulate words by adding or detaching suffixes.</b></p> <p><b>I can use verbs properly in written text.</b></p> <p><b>I can write an essay in the form of compare and contrast.</b></p> <p><b>I can use my knowledge of story elements to compose a short story.</b></p>

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<b>Unit Order</b>	<b>Learning Targets</b>	<b>Theme/Big Idea/Concept</b>	<b>Enduring Understandings</b>
<p><b>Unit 3</b></p>	<p><b>Reading: Literacy Text</b> N/A</p> <p><b>Reading: Informational Text</b> RI.6.2. 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. RI.6.8. 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. RI.6.9. Compare and contrast one author’s presentation of events with that of another</p> <p><b>Language Standards</b> L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibility from a range of strategies.</p> <p><b>Writing Standards</b> W.6.1. Write arguments to support claims with clear reasoning and relevant evidence W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant context. W.6.4. Produce clear and coherent writing in which this development, organization, and style are appropriate to task, purpose, and audience W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening Standards</b></p>	<p><b>Unit Theme:</b> <b>What is important to know?</b></p> <p><b>Literary Concepts:</b> <b>Nonfiction, main idea, authors purpose and style, and mood</b></p> <p><b>Language Concepts:</b> <b>Adjectives and Adverbs</b></p> <p><b>Writing Concepts:</b> <b>Expository and Persuasive</b></p>	<p><b>I can use text structure in nonfiction literature to increase my comprehension.</b></p> <p><b>I can identify the main idea and supporting details without offering my own opinion on the topic.</b></p> <p><b>I can compose an essay giving directions on how to complete a task.</b></p> <p><b>I can identify the author’s purpose of a text.</b></p> <p><b>I can compose a persuasive essay using supporting details relative to my topic.</b></p> <p><b>I can recognize word roots to help me determine its meaning.</b></p> <p><b>Adjectives</b> <b>Adverbs</b></p> <p><b>Exposition: How to Essay</b> <b>Persuasion: Persuasive Essay.</b></p>

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<p><b>Unit 4</b></p>	<p><b>Reading: Literacy Text</b>            RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.            RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyzes the impact of a specific word choice on meaning and tone.            RL.6. 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, settings, or plot.            RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text</p> <p><b>Reading: Informational Text</b>            N/A</p> <p><b>Language Standards</b>            L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking            L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing            L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening            L.6.5.a. Interpret figures of speech in context.</p> <p><b>Writing Standards</b>            W.6.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.            W.6.4. Produce clear and coherent writing in which this development, organization, and style are appropriate to task, purpose, and audience            W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening Standards</b>            N/A</p>	<p><b>Unit Theme:</b>  <b>Do we need words to communicate?</b></p> <p><b>Literacy Concepts:</b>  <b>Poetry, figurative language, imagery</b></p> <p><b>Language Concepts:</b>  <b>Context clues, simple and compound subjects</b></p> <p><b>Writing Concepts:</b>  <b>Descriptive and narrative</b></p>	<p><b>I can participate in a discussion based on poetry.</b></p> <p><b>I can identify and interpret idioms and multiple meaning words and phrases.</b></p> <p><b>I can identify and interpret multiple forms of figurative language within text.</b></p> <p><b>I can recognize the use of imagery in a poem.</b></p> <p><b>I can determine the point of view of a poem</b></p> <p><b>I can use context clues to help determine the meaning of a word.</b></p> <p><b>I can analyze how the use of sound devices enhances a poem.</b></p> <p><b>I can identify different forms of poetry.</b></p> <p><b>I can differentiate between simple and compound subjects.</b></p> <p><b>I can read a poem aloud with appropriate tone.</b></p> <p><b>I can compose a descriptive essay using my knowledge of figurative language and imagery.</b></p> <p><b>I can compose a narrative poem.</b></p>

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<p><b>Unit 5</b></p>	<p><b>Reading: Literacy Text</b>            RL.6.2. 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.            RL.6.3. 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.            RL.6.5. 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.</p> <p><b>Reading: Informational Text</b>            RI.6.3. Analyze in detail how a key individual, event or idea is introduced, illustrated, and elaborated in a text.</p> <p><b>Language Standards</b>            L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking            L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing            L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>Writing Standards</b>            W.6.1. Write arguments to support claims with clear reasons and relevant evidence.            W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.            W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Speaking and Listening Standards</b>            S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.            S.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Unit Theme:</b>  <b>How can we define ourselves through what we read?</b></p> <p><b>Literacy Concept:</b>  <b>Drama, summarization, cause and effect, character motivation, conflict</b></p> <p><b>Language Concept:</b>  <b>Prepositional phrases, gerund phrases</b></p> <p><b>Writing Concept:</b>  <b>Literary analysis, cause and effect</b></p>	<p><b>I can describe how a play’s scenes move the plot towards a resolution.</b></p> <p><b>I can summarize the key components of a play.</b></p> <p><b>I can analyze dialogue in a play and identify its effect on character motivation.</b></p> <p><b>I can compare and contrast characters in a play.</b></p> <p><b>I can identify conflict in drama and the steps to resolution.</b></p> <p><b>I can categorize words by their origin.</b></p> <p><b>I can identify prepositional phrases and gerund phrases and incorporate them in my writing.</b></p> <p><b>I can compose a literary analysis of a drama.</b></p> <p><b>I can compose a cause and effect essay.</b></p>

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<b>Unit 6</b>	<p><b>Reading: Literacy Text</b> N/A</p> <p><b>Reading: Informational Text</b> RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.8. 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. RI.6.9. Compare and contrast one author's presentation of events with that of another.</p> <p><b>Language Standards</b> L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p><b>Writing Standards</b> W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.6.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.9. Draw evidence from literary or informal text to support analysis, reflection, and research.</p> <p><b>Speaking and Listening Standards</b> S.6.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. S.6.2. Interpret information presented in diverse media and formats and explains how it contributes to a topic. S.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. S.6.5. Include multimedia components and visual display in presentations to clarify information.</p>	<p><b>Unit Theme:</b> <b>How does our community affect who we are?</b></p> <p><b>Literacy Concepts:</b> <b>Analyzing informational texts</b></p> <p><b>Language Concepts:</b> <b>Clauses, complex and simple sentences, commas, colons</b></p> <p><b>Writing Concepts:</b> <b>Research</b></p>	<p><b>I can compose a well-written research-based paper.</b></p> <p><b>I can obtain a deeper understanding of a word by studying its synonyms and antonyms.</b></p> <p><b>I can collect credible resources to reference during the writing process.</b></p> <p><b>I can analyze informational texts for key points and the main idea.</b></p> <p><b>I can demonstrate my knowledge of clauses, complex and simple sentences by using a variety of sentence structures in my writing.</b></p> <p><b>I can choose a variety of primary and secondary sources to reference during the writing process.</b></p> <p><b>I can use commas, semicolon, and colons correctly.</b></p> <p><b>I can use a multimedia presentation.</b></p>

## ***Curriculum Scope & Sequence***

**School: Pike Creek Charter**

**Grade or Course: 7<sup>th</sup> Grade ELA**

**Teacher**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 1</b></p>	<p><b>Reading: Literacy Text</b>                      RL.7.9. Compare and contrast a fictional portrayal of 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.                      RL.7. Analyze how particular elements of a story or drama interact                      RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p><b>Reading: Informational Text</b>                      R.I.7.4. 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                      R.I.7.5 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                      R.I.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>Language Standards</b>                      L.7.1. Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>Writing Standards</b>                      L.7.3.c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting all together.                      L.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p> <p><b>Speaking and Listening Standards</b>                      S.7.1. Engage effectively in a range of collaborative discussion with diverse partners on grade 7 topics, texts, and issues, building on other’s ideas and expressing their own clearly.</p>	<p><b>Unit Theme:</b></p> <p><b>Can Truth always be proven?</b></p> <p><b>Literacy Concepts:</b>                      Character, Setting, Conflict, Point of view</p> <p><b>Language Concepts:</b>                      Subject verb agreement</p> <p><b>Writing Standards</b>                      Step by Step Instruction                      Transitions                      Descriptive writing</p>	<p><b>I can distinguish the components of realistic fiction from the components of nonfiction.</b></p> <p><b>I can use context clues to help determine the meaning of a word or phrase.</b></p> <p><b>I can analyze different types of conflict in a story to determine how it relates to other story elements.</b></p> <p><b>I can determine an author’s purpose.</b></p> <p><b>I can analyze an author’s structure and how it contributes to the whole in order to help me develop my own writing.</b></p> <p><b>I can distinguish different character’s point of views.</b></p> <p><b>I can choose appropriate verbs to agree with singular, plural and compound subject.</b></p> <p><b>I can incorporate effective transitions in my writing.</b></p> <p><b>I can compose a descriptive essay using imagery.</b></p> <p><b>I can compose a how-to essay using effective transitions.</b></p>

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**Grade or Course: 7<sup>th</sup> Grade ELA**

**Teacher**

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<p><b>Unit 2</b></p>	<p><b>Reading: Literacy Text</b>                      RL.7.2. 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.                      RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.                      RL.7.6. Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.                      RL.7.7. 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.</p> <p><b>Reading: Informational Text</b>                      RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Language Standards</b>                      L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2.a. Spell correctly.                      L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.                      L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Writing Standards</b>                      W.7.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.                      W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Speaking and Listening Standards</b>                      S.7.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Unit Theme:</b>  <b>Does every conflict have a winner?</b></p> <p><b>Literacy Concepts:</b>  <b>Elements of a story</b></p> <p><b>Language Concepts:</b>  <b>Verb tenses, Adjectives and Adverbs</b></p> <p><b>Writing Concepts:</b>  <b>Short Story</b>  <b>Business Letter</b></p>	<p><b>I can describe the different components of a novel.</b></p> <p><b>I can use the prediction strategy to increase my comprehension.</b></p> <p><b>I can use prefixes to help me determine the meaning of a word.</b></p> <p><b>I can create a diagram to help me organize the plot in sequential order.</b></p> <p><b>I can identify a flashback or foreshadowing in a story.</b></p> <p><b>I can recognize and use correct verb tenses in writing.</b></p> <p><b>I can compose a short story.</b></p> <p><b>I can make inferences to enhance my comprehension.</b></p> <p><b>I can analyze a character's motives.</b></p> <p><b>I can identify irony in a written text.</b></p> <p><b>I can determine a story's theme.</b></p> <p><b>I can create a descriptive paragraph with the use of adjective and adverbs.</b></p> <p><b>I can spell tricky words correctly.</b></p> <p><b>I can compose a business letter using the correct format and strong word choice.</b></p>

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<p><b>Unit 3</b></p>	<p><b>Reading: Literary Text</b> N/A</p> <p><b>Reading: Informational Text</b>                      RI.7.2. 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.                      RI.7.5. 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.                      RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.                      RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims                      Ri.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>Language Standards</b>                      L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.7.3. User knowledge of language and its conventions when writing, speaking or listening.                      L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Writing Standards</b>                      W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      W.7.4. Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b>Speaking and Listening Standards</b>                      S.7.2. Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text or issue under study.                      S.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.                      S.7.4. Present claims findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Unit Theme:</b> <b>What should we learn?</b></p> <p><b>Literary Concepts:</b> <b>Nonfiction, fact and opinion, main idea</b></p> <p><b>Language Concepts:</b> <b>Sentence structure, word origins</b></p> <p><b>Writing Concepts:</b> <b>Narrative, persuasive</b></p>	<p><b>I can analyze the presentation of facts and options in nonfiction texts.</b></p> <p><b>I can classify words by their origins.</b></p> <p><b>I can identify the similarities and differences in biographical and autobiographical texts.</b></p> <p><b>I can identify and correct sentence fragments and run on sentences.</b></p> <p><b>I can compose an autobiographical narrative.</b></p> <p><b>I can identify the main idea and evaluate the details used to support it.</b></p> <p><b>I can write a persuasive essay using relative details to support my opinion.</b></p>

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**School: Pike Creek Charter Grade or Course: 7<sup>th</sup> Grade ELA Teacher \_\_\_\_\_**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 4</b></p>	<p><b>Reading: Literacy Text</b>                      RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RL.7.4. Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.                      RL.7.5. Analyze how a drama’s or poem’s form or structure contributes to its meaning.</p> <p><b>Reading: Informational Text</b>                      N/A</p> <p><b>Language Standards</b>                      L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.7.3. Use knowledge of language and its conventions when writing, speaking or listening.                      L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>Writing Standards</b>                      W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      W.7.4. Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening Standards</b>                      S.7.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p><b>Unit Theme:</b>  <b>What is the best way to communicate?</b></p> <p><b>Literacy Concepts:</b>  <b>Poetry, Figurative Language, Tone</b></p> <p><b>Language Concepts:</b>  <b>Denotation, Connotation, conjunctions and interjections, prepositions and infinitives</b></p> <p><b>Writing Concepts:</b>  <b>Literary review, poetry</b></p>	<p><b>I can categorize and analyze different types of poems.</b></p> <p><b>I can recognize the difference between denotation and connotation.</b></p> <p><b>I can analyze the use and effectiveness of imagery and figurative language in a poem.</b></p> <p><b>I can interpret the tone and meaning of the poem.</b></p> <p><b>I can identify conjunctions and interjections in writing.</b></p> <p><b>I can analyze sound devices, meter and rhyme in poetry.</b></p> <p><b>I can recognize and interpret symbolism in poetry.</b></p> <p><b>I can identify different forms of poetry.</b></p> <p><b>I can read a poem with appropriate tone and enthusiasm.</b></p> <p><b>I can identify the use of prepositions and infinitives in writing.</b></p> <p><b>I can write a literary review of a poem.</b></p>

## ***Curriculum Scope & Sequence***

**School:** Pike Creek Charter    **Grade or Course:** 7<sup>th</sup> Grade ELA    **Teacher** \_\_\_\_\_

<b>Unit Order</b>	<b>Learning Targets</b>	<b>Theme/Big Idea/Concept</b>	<b>Enduring Understandings</b>
<b>Unit 5</b>	<p><b>Reading: Literacy Text</b>                      RL.7.2. Determine the theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.                      RL.7.3. Analyze how particular elements of a story or drama interact.                      RL.7.7. Compare and contrast a written story, drama or poem in its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p><b>Reading: Informational Text</b>                      RI.7.3. Analyze the interactions between individuals, events, and ideas in a text.</p> <p><b>Language Standards</b>                      L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking                      L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.7.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.                      L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in the word meanings.                      L.7.5.b. Use the relationship between particular words to better understand each of the words.</p> <p><b>Writing Standards</b>                      L.7.1. Write arguments to support claims with clear reasons and relevant evidence.                      L.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.                      L.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      L.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed.</p> <p><b>Speaking and Listening Standards</b>                      S.7.1. Engage effectively in a range or collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p><b>Unit Theme:</b>  <b>Do others see us for who we are?</b></p> <p><b>Literacy Concepts:</b>  <b>Drama, character motivation, cause and effect</b></p> <p><b>Language Concepts:</b>  <b>Synonyms, antonyms, participles and dangling modifiers</b></p> <p><b>Writing Concepts:</b>  <b>Business letter, cause and effect essay</b></p>	<p><b>I can analyze how different elements in a play can work together to influence the overall production.</b></p> <p><b>I can identify the theme of a play.</b></p> <p><b>I can accurately summarize the plot of a play.</b></p> <p><b>I can use synonyms and antonyms to better understand each of the words.</b></p> <p><b>I can evaluate lines of a play to determine character motivation.</b></p> <p><b>I can identify examples of dramatization.</b></p> <p><b>I can identify cause and effect in text.</b></p> <p><b>I can accurately compose a business letter.</b></p> <p><b>I can identify and use participles and dangling modifiers.</b></p> <p><b>I can compose an essay regarding a specific subject using the cause and effect structure.</b></p>

## ***Curriculum Scope & Sequence***

**School:** Pike Creek Charter **Grade or Course:** 7<sup>th</sup> Grade ELA **Teacher** \_\_\_\_\_

<b>Unit Order</b>	<b>Learning Targets</b>	<b>Theme/Concept</b>	<b>Enduring Understandings</b>
<b>Unit 6</b>	<p><b>Reading: Literacy Text</b> N/A</p> <p><b>Reading: Informational Text</b>                      RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.7.5. 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.                      RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                      RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of the facts.</p> <p><b>Language Standards</b>                      L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.7.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>Writing Standards</b>                      W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.                      W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                      W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.                      W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following format for citation.                      W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening Standards</b>                      S.7.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.                      S.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.                      S.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.                      S.7.6. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>Unit Theme:</b> <b>Community or individual, which is more important?</b></p> <p><b>Literacy Concepts:</b> <b>Compare and contrast, reliable sources, summarizing, paraphrasing, primary and secondary sources and informational texts</b></p> <p><b>Language Concepts:</b> <b>Word choice, capitalization and punctuation</b></p> <p><b>Writing Concepts:</b> <b>Research paper</b></p>	<p><b>I can compose a well-written research based paper.</b></p> <p><b>I can effectively compare and contrast expert opinions.</b></p> <p><b>I can revise my paper by identifying weak word choices and replacing them with strong vocabulary.</b></p> <p><b>I can identify reliable sources.</b></p> <p><b>I can analyze both primary and secondary sources.</b></p> <p><b>I can analyze informational texts.</b></p> <p><b>I can display correct punctuation and capitalization.</b></p> <p><b>I can summarize and paraphrase informational texts.</b></p> <p><b>I can practice the steps in the writing process.</b></p> <p><b>I can create a multimedia presentation to support my research paper.</b></p>

Attachment 4: Scope and Sequence, 7<sup>th</sup> Grade ELA

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## ***Curriculum Scope & Sequence***

**School:** Pike Creek Charter

**Grade or Course:** 8<sup>th</sup> Grade ELA

**Teacher** \_\_\_\_\_

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<b>Unit 1</b>	<p><b>Reading: Literacy Text</b>                      RL.8.4. 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.                      RL.8.5. 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.                      RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; providing an objective summary of the text.</p> <p><b>Reading: Informational Text</b>                      RI.8.1. Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences drawn from the text.                      RI.8.6 Determine an author’s point of view or purpose in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>Language Standards</b>                      L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.8.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>Writing Standards</b>                      W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences                      W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                      W.8.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>Speaking and Listening Standards</b>                      S.8.1. Engage effectively in a range of collaborative discussions with diverse partners of grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p><b>Unit Theme:</b>  <b>Is the truth the same for everyone?</b></p> <p><b>Literacy Concepts:</b>  <b>Conflict, Plot, Setting, Mood, Theme</b></p> <p><b>Language Concepts:</b>  <b>Nouns and Pronouns</b></p> <p><b>Writing Concepts:</b>  <b>Descriptive Essay                      Personal Narrative</b></p>	<p><b>I can analyze fiction and nonfiction texts.</b></p> <p><b>I can make predictions before and while I read.</b></p> <p><b>I can distinguish the different components of informational texts and narrative texts.</b></p> <p><b>I can analyze different types of conflict in a story to determine how it relates to other story elements.</b></p> <p><b>I can identify different stages in a plot while reading.</b></p> <p><b>I can demonstrate correct nouns usage and spelling through writing.</b></p> <p><b>I can compose a descriptive essay using multiple uses of figurative language.</b></p> <p><b>I can I can determine an author’s purpose.</b></p> <p><b>I can analyze the setting of a story and how it enhances the mood.</b></p> <p><b>I can determine the theme of a story.</b></p> <p><b>I can identify pronouns in their proper case (subject, objective and possessive).</b></p> <p><b>I can compose a personal narrative with a conclusion that reflects the narrated events.</b></p>

## ***Curriculum Scope & Sequence***

**School:** Pike Creek Charter

**Grade or Course:** 8<sup>th</sup> Grade ELA

**Teacher** \_\_\_\_\_

Unit Order	Learning Targets	Theme/Big Idea/Concepts	Enduring Understandings
<p><b>Unit 2</b></p>	<p><b>Reading: Literacy Text</b>                      RL.8.3. 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.                      RL.8.5. 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.                      RL.8. Analyze how differences in the point of view of the characters and the audience create such effects as suspense or humor.                      RL.8.7. 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.</p> <p><b>Reading: Informational Text</b>                      RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.                      RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.</p> <p><b>Language Standards</b>                      L.8.1.b. Form and use verbs in the active and passive voice.                      L.8.1.c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.                      L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.8.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.                      L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content flexibly from a range of strategies.                      L.8.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p><b>Writing Standards</b>                      W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.                      W.8.3.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize and event sequence that unfolds naturally and logically.                      W.8.3.b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.                      W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>Speaking and Listening Standards</b>                      S.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; used appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Unit Theme: What can we learn from a conflict</b></p> <p><b>Literacy Concepts: Elements of a story</b></p> <p><b>Language Concepts: Verbs and Verb tenses</b></p> <p><b>Writing Concepts: Short Story Compare and Contrast</b></p>	<p><b>I can evaluate the components of a novel.</b></p> <p><b>I can make inferences while reading to increase comprehension.</b></p> <p><b>I can recognize word origins to help determine the meaning.</b></p> <p><b>I can detect the use of flashbacks and foreshadowing in a story.</b></p> <p><b>I can form and use verbs in the active and passive voice.</b></p> <p><b>I can use my understanding of story elements to compose a short story.</b></p> <p><b>I can identify subplots and their elements within a novel.</b></p> <p><b>I can compare and contrast similar elements in different stories.</b></p> <p><b>I can analyze characters in a story.</b></p> <p><b>I can distinguish stories told in a different point of view and how they enhance the story.</b></p> <p><b>I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</b></p>

I can compose and present a compare and contrast essay.

## ***Curriculum Scope & Sequence***

**School: Pike Creek Charter**

**Grade or Course: 8<sup>th</sup> Grade ELA**

**Teacher \_\_\_\_\_**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 3</b></p>	<p><b>Reading: Literacy Text</b> N/A <b>Reading: Informational Text</b> RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact of interpretation. <b>Language Standards</b> L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression <b>Writing Standards</b> W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.2.a Introduce a topic clearly, previewing what is to follow; organizing ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when used to aiding comprehension W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed. <b>B Speaking and Listening Standards</b></p>	<p><b>Unit Theme:</b> <b>How much information is enough?</b></p> <p><b>Literacy Concepts:</b> <b>Nonfiction, Main Idea, Cause and Effect, Fact and Opinion, Biography and Auto Biography, author’s purpose</b></p> <p><b>Language Concepts:</b> <b>Synonyms, Antonyms, Adjectives, Articles, Adverbs, Prepositions, modifiers, homonyms, homophones</b></p> <p><b>Writing Concepts:</b> <b>Persuasive Cause and Effect</b></p>	<p><b>I can analyze nonfiction text determine a central idea.</b></p> <p><b>I can determine the main idea and identify the supporting details.</b></p> <p><b>I can categorize synonyms and antonyms</b></p> <p><b>I can compose a persuasive essay using concrete evidence to support my position as well as diminish opposing opinions.</b></p> <p><b>I can provide my peers’ with constructive criticism to enhance their writing.</b></p> <p><b>I can diagram a sentence to identify adjectives, articles, adverbs, prepositions, conjunctions and modifiers.</b></p> <p><b>I can compose a cause and effect essay.</b></p> <p><b>I can validate opinions different than my own through research.</b></p> <p><b>I can compare biographies and autobiographies.</b></p> <p><b>I can analyze the author’s perspective and its influence on the text.</b></p> <p><b>I can demonstrate my knowledge of homophones and homonyms through written work.</b></p>

## ***Curriculum Scope & Sequence***

**School: Pike Creek Charter**

**Grade or Course: 8<sup>th</sup> Grade ELA**

**Teacher**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 4</b></p>	<p><b>Reading: Literacy Text</b>                      RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.                      RL.8.4. 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.                      RL.8.5. 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.</p> <p><b>Reading: Informational Text</b>                      N/A</p> <p><b>Language Standards</b>                      L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      L.8.5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Writing Standards</b>                      W.8.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.                      W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed.</p> <p><b>Speaking and Listening Standards</b>                      S.8.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p><b>Unit Theme: Is the form of communication important?</b></p> <p><b>Literacy Concept: Poetry, figurative language, imagery, symbolism, rhyme, rhythm and meter</b></p> <p><b>Language Concept: Word Origins, Active and Passive Voice, context clues</b></p> <p><b>Writing Concept: Descriptive Essay</b></p>	<p><b>I can dissect and critique a variety of poems.</b></p> <p><b>I can examine a word's origins to help me determine the meaning.</b></p> <p><b>I can interpret figurative language in a poem.</b></p> <p><b>I can analyze the imagery in a poem and how it enhances the reader's experience.</b></p> <p><b>I can interpret symbolism in a poem</b></p> <p><b>I can differentiate between active and passive voice.</b></p> <p><b>I can use context to determine word meaning.</b></p> <p><b>Sound devices</b></p> <p><b>I can determine the rhythm and meter of a poem</b></p> <p><b>I can analyze why an author used different forms of poetry.</b></p> <p><b>I can revise my sentences to varying sentence patterns.</b></p> <p><b>I can write a literary review of a poem.</b></p> <p><b>I can compose a descriptive essay with the use of figurative language and imagery.</b></p>

***Curriculum Scope & Sequence***

**School: Pike Creek Charter**

**Grade or Course: 8<sup>th</sup> Grade ELA**

**Teacher \_\_\_\_\_**

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 5</b></p>	<p><b>Reading: Literacy Text</b>                      RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.                      RL.8.3. 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.                      RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor  <b>Reading: Informational Text</b>                      RI.8.3. Analyze how a text makes connections and distinctions between individuals, ideas or events.  <b>Language Standards</b>                      L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.8.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.  <b>Writing Standards</b>                      W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                      W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b>Speaking and Listening Standards</b>                      S.8.1. Engage effectively in a range of collaborative discussions with diverse partners no grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p><b>Unit Theme: What makes us individuals?</b></p> <p><b>Literacy Concepts: Drama, cause and effect, drawing conclusions, character, suspense</b></p> <p><b>Language Concepts: Participles, gerunds, independent and subordinate clauses</b></p> <p><b>Writing Concepts: Cause and Effect Business Letter</b></p>	<p><b>I can analyze how particular lines in a play can enhance the overall production.</b></p> <p><b>I can evaluate cause and effects in written.</b></p> <p><b>I can identify a character’s motives.</b></p> <p><b>I can incorporate participles and gerunds in sentences.</b></p> <p><b>I can draw conclusions based on information given in text.</b></p> <p><b>I can examine different techniques authors use to create suspense.</b></p> <p><b>I can incorporate independent and subordinate clauses in my writing.</b></p> <p><b>I can accurately compose a business letter.</b></p> <p><b>I can compose an essay regarding a specific subject using the cause and effect structure.</b></p>

## ***Curriculum Scope & Sequence***

**School:** Pike Creek Charter

**Grade or Course:** 8<sup>th</sup> Grade ELA

**Teacher** \_\_\_\_\_

Unit Order	Learning Targets	Theme/Big Idea/Concept	Enduring Understandings
<p><b>Unit 6</b></p>	<p><b>Reading: Literary Text</b> N/A</p> <p><b>Reading: Informational Text</b>                      RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide and objective summary of the text.                      RI.8.5. Analyze in detail the structure of a specific paragraph in text, including the role of particular sentences in developing and refining a key concept.                      RI.8.7. Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.                      RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>Language Standards</b>                      L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                      L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.                      L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p><b>Writing Standards</b>                      W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience has been addressed.                      W.8.7. Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.                      W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.                      W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking and Listening Standards</b>                      S.8.2. Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation                      S.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>Unit Theme:</b>  <b>Are yesterday's heroes and events important in the present?</b></p> <p><b>Literacy Concepts:</b>  <b>Analyzing informational text</b></p> <p><b>Language Concepts:</b>  <b>Capitalization, commas, semicolons, colons, quotations</b></p> <p><b>Writing Concepts:</b>  <b>Research Process and final research paper.</b></p>	<p><b>I can compose a well-constructed research based paper through utilizing of the research process.</b></p> <p><b>I can recognize a word's origin.</b></p> <p><b>I can choose a topic from a wide variety of options.</b></p> <p><b>I can differentiate between reliable and unreliable sources.</b></p> <p><b>I can compare primary and secondary sources and utilize both in my final product.</b></p> <p><b>I can analyze informational text.</b></p> <p><b>I can revise sentence structure in my writing.</b></p> <p><b>I can include proper use of quotations in my final product.</b></p> <p><b>I can demonstrate my knowledge of capitalization, commas, semicolons and colons in my final product.</b></p> <p><b>I can create and present a multimedia presentation to support my research paper's topic.</b></p>

Attachment 4: Scope and Sequence, 8<sup>th</sup> Grade ELA