



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

ELA Curriculum

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[ELA 2A: Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction \(e.g., narrative, information/explanatory, opinion, persuasive, argumentative\) from a variety of cultures and times.](#)

[ELA 2 A,B,C: Writing: Compose well-developed writing texts for audience and purpose:Write opinion texts,Write informative/explanatory texts, and Write fiction or nonfiction narratives and poems](#)

2nd Grade Year At-A-Glance:

2nd Grade/Unit Title & Day:

RL 2.1.2.2,2.3

Identify and retell story elements. (Comprehension)

RF 2.4A

Read G.L. text fluently. (decoding)

RL 2.1B

Understand new vocabulary

2.W, 2C.

Write complete sentences/paragraphs(Mechanics)

2L.1.B.e

Read/spell high frequency words/apply weekly words to writing

3rd Grade Year At-A-Glance:

3rd Grade/Unit Title & Day:

R2C & R3C Develop and apply skills and strategies to comprehend, analyze and evaluate informational text, literature.

L1A-I

Demonstrate command of the conventions of standard english grammar and usage when writing or speaking.

W2C, W2B, W2A

Compose well developed writing texts for audience and purpose.

W3A

Gather, analyze, evaluate and use information from a variety of sources.

SL1Ab

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis to the answers, and linking comments to the remarks of others

4th Grade Year At-A-Glance:

4th Grade/Unit Title & Day:

RF4

RI10, RL10

W1-8, W10, SL4-6, RL7

L1

5th grade Year At-A-Glance:

5th Grade ELA

Explain the main idea of a text. R1A

Read and comprehend grade level text independently and proficiently. RF4A

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[Apply a writing process to develop a text for audience and purpose. W1A, B, C](#)

[In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. L1A](#)

[Determine the meaning of words and phrases as they are used in the text. R1B](#)

6th Grade Year At-A-Glance:

6th Grade ELA

[1. Draw conclusions and make inferences from text.](#)

[RL6.1A](#)

[2. Determine the meaning of words and phrases as they are used in the text.](#)

[RL6.1B](#)

[3. Explain the central/main idea\(s\) of a text and summarize the text.](#)

[RI6.4D](#)

[4.. Read and comprehend text independently and proficiently.](#)

[RI6.6D](#)

[Conduct research to answer a question gathering relevant information from multiple sources.](#)

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[Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2](#)

7th Grade Year At-A-Glance:

7th Grade/Unit Title & Day:

[1. Read and comprehend grade level literature independently and proficiently. 7.RL.3.D](#)

[2. Read and comprehend grade level poetry independently and proficiently. 7.RL.3.D](#)

[3. Read and comprehend grade level informational text independently and proficiently. 7.RI.3.D](#)

[4. Conduct research to answer a question gathering relevant information from multiple sources. 7.W.1.A](#)

[7.W.1.B?](#)

[5. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.](#)

[7.W.2.A](#)

8th Grade Year At-A-Glance:

8th Grade/Unit Title & Day:

[Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the \[literary\] text says explicitly as well as inferences drawn from the text. \(8.RL.1.A\)](#)

[Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the \[informational\] text says explicitly as well as inferences drawn from the text. \(8.RI.1.A\)](#)

[Conduct research to answer a question \(including a self-generated question\): gather relevant, credible sources, print and digital; integrate information using a standard citation system.](#)

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[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.\(8.W.1.A\)](#)

[Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.](#)

[\(8.W.2.A\)](#)

[Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. \(8.W.3.Ac\)](#)

[Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. \(8.SL.1.B\)](#)

8th Grade Advanced Year At-A-Glance:

8th Grade Advanced:

[Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the \[literary\] text says explicitly as well as inferences drawn from the text. \(9-10.RL.1.A\)](#)

[Thematic Tracker to collect evidence of theme development throughout a text](#)

[Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the \[informational\] text says explicitly as well as inferences drawn from the text. \(9-10.RI.1.A\)](#)

[Conduct research to answer a question \(including a self-generated question\) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.](#)

[Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. \(9-10.W.1.A\)](#)

[Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend \(when appropriate\) previously learned narrative, expository, and argumentative writing techniques. \(9-10.W.2.A\)](#)

[Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. \(9-10.W.3.Ac\)](#)

[Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. \(9-10.SL.1.B\)](#)

ELA I Year At-A-Glance:

ELA I/Unit Title & Day:

[Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the \[literary\] text says explicitly as well as inferences drawn from the text. \(9-10.RL.1.A\)](#)

[Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the \[informational\] text says explicitly as well as inferences drawn from the text. \(9-10.RI.1.A\)](#)

[Conduct research to answer a question \(including a self-generated question\) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.](#)

[Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. \(9-10.W.1.A\)](#)

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Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)

Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.SL.1.B)

ELA II Year At-A-Glance:

ELA II/Unit Title & Day:

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)

Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10.SL.1.B)

ELA III Year At-A-Glance:

ELA III/Unit Title & Day:

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)

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Review, revise, and edit writing with consideration for the task, purpose, and audience.

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)

Speech Year At-A-Glance:

Speech

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.SL.1.A)

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)

ELA IV Year At-A-Glance:

ELA IV/Unit Title & Day:

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)

AP Language Year At-A-Glance:

AP Language / Unit Title & Day:

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)

Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. (11-12.RI.3.B)

Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

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Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)

AP Literature Year At-A-Glance:

AP Literature / Unit Title & Day:

Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)

Evaluate how an author's choices to structure specific parts of the text contribute to a text's overall meaning and its aesthetic impact. (11-12.RL.2.A)

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact. (11-12.RL.2.C)

Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)

Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)

Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)

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<u>Priority Standard</u> <i>(Quick Look)</i>	K	1	2	3	4	5	6	7	8	9	10	11	12
<u>KG</u>													
1. Recognize, name, and print all upper and lowercase letters	M	R	M										
2. Produce and write individual letter sounds and blend and segment them to read and write cvc words	M	R	M										
3. Read grade-level sight words introduced	M	M	M										
4. Compose and illustrate a simple sentence	M	R	M							R	R	R	R
5. Ask and answer questions	M	R	M	R	R		R	R	R	R	R	R	R
<u>1st Grade</u>													
1. Read 1st grade-appropriate text with fluency.	I	M	M										
2. Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation)	I	M	M										
3. Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words)	I	M	M										
4. Demonstrate comprehension (story elements, main idea/details)	I	M	R	R	R		R	R	R	R	R	R	R

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5. With assistance, compose well-developed writing texts such as opinion, informative, narratives)	I	I	R	R	M			R	R	R	R	R	R
<u>2nd Grade</u>													
1. 5 finger retell/Setting, characters, problem,solution, plot-BME-sequencing	I	I	R	M	R				R				
2. Phonics-Sounding out words, context clues, chunking, picture clues. Reading accuracy and expression.	I	R	M	R	R				R				
3. Context clues, dictionary/glossary		I	I	M	R	R	R	R	R	R	R	R	R
4. Caps, end marks, subject/verb agreement, past/present/future	I	I	I	R	R	R	R	R	R	R	M	R	R
5. Spelling patterns, phonics rules	I	I	R/M	M	R	R	R			R	R	R	R
<u>3rd Grade</u>													
1. Develop and apply skills and strategies to comprehend, analyze and evaluate informational text and literature at a third grade level.			I	M	R	R	R	R	R	R	M	R	R
2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		I	R	R	R	R	R	R	R	R	M	R	R
3. Compose well developed writing texts for audience and purpose.		I	R	R	R	R	R	R	R	R	M	R	R
4. Gather analyze, evaluate and use information from a variety of sources.		I	R	I/R	R	R	R	R	R	R	M	R	R
5. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis to the answers, and linking comments to the remarks of others.		I	R	R	R	R	R	R	R	R	M	R	R

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<u>4th Grade</u>	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Read with sufficient accuracy and fluency to support comprehension.		I	R	R	M	R	R	R	R				
2. Read and Comprehend grade level text		I	M	M	M	R	R	R	R				
3. Follow the steps in the writing process, including different writing styles; personal narrative, expository & persuasive writing.		I	R	R	M	R	R	R	R				
4. I can correctly use standard grammar when writing and speaking; parts of speech & sentence structures		I	R	R	R	R	R	R	R	R	M	R	R
<u>5th Grade</u>													
1. Apply a writing process to develop a text for audience and purpose.		I	R	R	M	R	R	R	R	R	R	R	R
2. Explain the main idea of a text.		I	I	R	M	R	R	R	R	R	R	R	R
3. Read and comprehend grade level text independently and proficiently.		I	R	R	R	R	R	R	R	M	M	M	M
4. Determine the meaning of words and phrases as they are used in the text.													
5. In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.		I		I	R	R	R	R	R	R	R	R	R
<u>6th Grade</u>													
1. Draw conclusions and make inferences from text.		I		R	R	R	R	R	R	R	M	R	R

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2. Determine the meaning of words and phrases as they are used in the text.		I		R	R	R	R	R	R	R	M	R	R
3. Determine the central/main idea(s) of a text.		I		R	R	R	R	R	R	R	M	R	R
4. Read and comprehend grade level texts independently and proficiently.							I	R	R	R	M	R	R
5. Conduct research to answer a question gathering relevant information from multiple sources. 6.W.1				I	I	R	R	R	R	R	M	R	R
6. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2				I	I	R	R	R	R	R	M	R	R
7th Grade													
1. Read and comprehend grade level literature independently and proficiently. 7.RL.3.D							I	R	R	R	M	R	R
2. Read and comprehend grade level poetry independently and proficiently. 7.RL.3.D							I	R	R	R	M	R	R
3. Read and comprehend grade level informational text independently and proficiently. 7.RI.3.D							I	R	R	R	M	R	R
4. Conduct research to answer a question gathering relevant information from multiple sources. 7.W.1.A & 7.W.1.B?				I			I	R	R	R	M	R	R
5. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 7.W.2.A							I	R	R	R	M	R	R

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<u>8th Grade</u>													
1. Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. 8.RL.3.D							I	R	R	R	M	R	R
2. Read and comprehend informational text independently and proficiently. 8.RI.3.D							I	R	R	R	M	R	R
3. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 8.W.1.A							I	R	R	R	M	R	R
4. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 8.W.2.A.							I	R	R	R	M	R	R
<u>9th-10th Grade</u>													
1. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (RL.1.A)							I	R	R	R	M	R	R
2. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (RI.1.A)							I	R	R	R	M	R	R
3. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital;							I	R	R	R	M	R	R

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<p>integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.1.A)</p>													
<p>4. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (W.2.A)</p>						I	R	R	R	M	R	R	
<p>5. Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (W.3.Ac)</p>						I	R	R	R	M	R	R	
<p>6. Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (SL.1.B)</p>						I	R	R	R	M	R	R	
<u>11th-12th Grade</u>													

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1. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the [literary] text, including where the text leaves matters uncertain. (RL.1.A)				I			I	R	R	R	R	M	R
2. Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (RI.1.A)							I	R	R	R	R	M	R
3. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.1.A)							I	R	R	R	R	M	R
4. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative,							I	R	R	R	R	M	R

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expository, and argumentative writing techniques. (W.2.A)													
5. Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (W.3.Ac)							I	R	R	R	R	M	R
6. Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (SL.1.B)							I	R	R	R	R	M	R

I – Introduce R – Reinforce M – Mastery o – Optional for grade level

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KG Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • I can name all upper and lowercase letters • I can read grade-level sight words • I can express an idea using a drawing with letters. • I can answer questions 	<ul style="list-style-type: none"> • I can name all upper and lowercase letters • I can segment sounds in spoken words • I can blend sounds in spoken words • I can produce the sound for each vowel and consonant • I can read grade-level sight words • I can express an idea using a drawing with letters, words or simple sentences • I can compose and illustrate simple sentences • I can answer questions
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • I can name all upper and lowercase letters • I can segment sounds in spoken words • I can isolate beginning, middle, and end sounds in spoken words • I can blend sounds in spoken words • I can produce the sound for each vowel and consonant • I can write the corresponding letter for a vowel or consonant sound • I can write simple words by segmenting their sounds • I can blend letter sounds to read simple words • I can read grade-level sight words • I can express an idea using a drawing with letters, words or simple sentences • I can compose and illustrate simple sentences • I can answer questions • I can ask questions 	<ul style="list-style-type: none"> • I can name all upper and lowercase letters • I can segment sounds in spoken words • I can isolate beginning, middle, and end sounds in spoken words • I can blend sounds in spoken words • I can produce the sound for each vowel and consonant • I can write the corresponding letter for a vowel or consonant sound • I can write simple words by segmenting their sounds • I can blend letter sounds to read simple words • I can read grade-level sight words • I can express an idea using a drawing with letters, words or simple sentences • I can compose and illustrate simple sentences • I can answer questions • I can ask questions

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<u>KG:</u>			Last Revised (Date & Name): Kindergarten ELA Team 9/26/18	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Skills:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

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K.RF.1.A.a, K.L.1.B.a	<p>Recognize, name and print letters in name</p> <p>Know the difference between a letter and numbers</p>	1. Recognize, name, and print all upper and lowercase letters	<p>Name Letters: Students are shown each letter and say the name of the letter.</p> <p>Print Letters: Students print letter when teacher says letter name.</p> <p>CFA-Parent Copy Created 2018-19</p>	<p>Name Letters:Letter Songs, flashcards, build with playdough, connect words that beginning with the letter.</p> <p>Print Letters: Practice print formation using a highlighter for students to trace. Have students “write” letters on backs, in sand, in the air, with playdough.</p>
K.L.1.B.h, K.RF.2.A.f, K.RF.2.A.g, K.RF.2.A.h, K.RF.3.A.a, K.RF.3.A.c	Recognize rhyming words	2. Produce and write individual letter sounds and blend and segment them to read and write cvc words	<p>Produce Letter Sounds: Show students page with letters, have them point and make sound for each letter</p> <p>Write Letter Sounds: Make a letter sound have student write letter</p> <p>Blend CVC words:Show students samples of CVC words and have them read.</p> <p>Write CVC words: Tell students a CVC word, have them write.</p> <p>CFA-Parent Copy Created 2018-19</p>	PALS, CVC word games, CVC puzzles, simple decodable books
K.RF.3.A.b	Understand that written language represents speech	3. Read grade-level sight words introduced	CFA-Parent Copy Created 2018-19	Use play-doh to build words, sight word apps, chants and songs, write words in sand/salt, rainbow write, and sight word games

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K.W.2.A.a, K.W.2.C.a	Draw a person Draw basic shapes	4. Compose and illustrate a simple sentence	CFA-Parent Copy Created 2018-19	Label and write activities, sentence scrambles, dictation, shared writing, picture prompts
K.L.1.A.e, K.SL.1.A.b, K.SL.4.A.b	Understand what a question is Speak in a complete sentence	5. Ask and answer questions	CFA-Parent Copy Created 2018-19	Morning meeting, show and share, story discussions

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1st Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Read grade appropriate text with fluency. • Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation) • Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words) • Demonstrate comprehension (story elements, main idea/details) 	<ul style="list-style-type: none"> • Read grade appropriate text with fluency. • Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation) • Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words) • Demonstrate comprehension (story elements, main idea/details) • With assistance, compose well-developed writing texts such as opinion, informative, narratives)
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Read grade appropriate text with fluency. • Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation) • Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words) • Demonstrate comprehension (story elements, main idea/details) • With assistance, compose well-developed writing texts such as opinion, informative, narratives) 	<ul style="list-style-type: none"> • Read grade appropriate text with fluency. • Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation) • Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words) • Demonstrate comprehension (story elements, main idea/details) • With assistance, compose well-developed writing texts such as opinion, informative, narratives)

<p><u>1st Grade/Unit Title & Day:</u></p>			<p>Last Revised (Date & Name): 1/31/18 Johnson/Sapp Last Revised 9/26/2018 Johnson/Jackson Last Revised 11/28/2018 Johnson/Jackson</p>	
			<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>

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<p>ELA 4A: Reading Foundation: Understand how English is written and read-Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p>	<p>A. Read, with support, appropriate texts with purpose and understanding</p>	<p>1. Read grade appropriate text with fluency.</p>	<p>STAR Reading Test, Teacher Observation, Formative assessments, Common Assessment Parent Copy Assessment Rubrics by Objective</p>	<p>A. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
<p>ELA 2A: Reading Foundation: Understand how English is written and read: Develop phonemic awareness in the reading process.</p>	<p>A. identifying sounds in spoken words B. producing rhymes in response to spoken words C. distinguishing orally presented rhyming pairs of words from non - rhyming pairs D. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound E. blending spoken onsets and rimes to form simple words F. blending spoken phonemes to form one -syllable words G. isolating the initial, medial , and final sounds in spoken words H. segmenting spoken words into two or three phonemes</p>	<p>2. Develop phonemic awareness (syllables, long/short vowels, phoneme segmentation)</p>	<p>STAR Early Literacy Test, Teacher observations, Formative assessments, Common Assessment Parent Copy Assessment Rubrics by Objective</p>	<p>A. producing and identifying sounds and syllables in spoken words B. distinguishing between long and short vowel sounds C. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed D. blending spoken phonemes to form one - or two - syllable words including consonant blends E. segmenting spoken words of three to five phonemes into individual phonemes</p>

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<p>ELA 3A: Reading Foundation: Understand how English is written and read: Develop phonics in the reading process.</p>	<ul style="list-style-type: none"> A. producing and writing letter(s) for most short vowel and consonant Sounds B. reading high frequency Words C. blending letter sounds to decode simple words D. recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words 	<p>3. Develop phonics in the reading process (decoding words, identifying letters and sounds, read high frequency words)</p>	<p>STAR Early Literacy Test, STAR Reading Test, Common Assessments, Teacher observations, Formative assessments, spelling tests, Common Assessment Parent Copy Assessment Rubrics by Objective</p>	<ul style="list-style-type: none"> A. decoding words in context by using letter-sound knowledge B. identifying letters for the spelling of short and long vowels C. producing consonant blends D. producing consonant digraphs E. combining sounds from letters and common spelling patterns to create and decode recognizable words F. using syllabication patterns to decode words G. reading irregularly spelled words H. reading root words with inflectional endings I. reading contractions and compound words J. reading high frequency words K. demonstrating decoding skills when reading
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<p>ELA 2A: Reading: Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p>	<p>Fiction: With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> A. identify elements of a story, including setting, character, and key events B. retell a main event from a story read aloud and familiar stories C. recognize sensory details and recurring phrases D. recognize different types of texts E. name author and illustrator of a story and describe how each is telling the story F. compare and contrast the adventures of characters in familiar stories G. ask and answer questions about unknown words in text <p>NonFiction: With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> A. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations B. use titles and illustrations to make predictions about text C. identify text features D. identify the meaning of environmental print 	<p>4. Demonstrate comprehension (story elements, main idea/details)</p>	<p>STAR Reading Test, reading series weekly tests, Teacher observations, Formative assessments, Common Assessment Parent Copy Assessment Rubrics by Objective</p>	<p>Fiction: With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> A. identify elements of a story, including setting, character, and key events B. retell a main event from a story read aloud and familiar stories C. recognize sensory details and recurring phrases D. recognize different types of texts E. name author and illustrator of a story and describe how each is telling the story F. compare and contrast the adventures of characters in familiar stories G. ask and answer questions about unknown words in text <p>NonFiction: With assistance, read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> A. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations B. use titles and illustrations to make predictions about text C. identify text features D. identify the meaning of environmental print
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>ELA 2 A,B,C: Writing: Compose well-developed writing texts for audience and purpose: Write opinion texts, Write informative/ explanatory texts, and Write fiction or nonfiction narratives and poems</p>	<p>Opinion:</p> <ul style="list-style-type: none"> A. introduce a topic or text being studied B. state an opinion about the topic or text and provide a reason for the opinion C. use some specific words that are related to the topic D. follow a sense of order in writing E. provide some sense of closure <p>Informative:</p> <ul style="list-style-type: none"> A. introduce a topic or text being studied and supply facts B. use some specific words that are related to the topic C. follow a sense of order in writing D. create some sense of Closure <p>Narrative:</p> <ul style="list-style-type: none"> A. narrate a story or experience B. use details to describe the story or experience C. place events in the order they occurred D. use linking words to indicate beginning/middle/ end E. use words that are related to the topic F. provide a reaction to what happened in the events 	<p>5. With assistance, compose well-developed writing texts such as opinion, informative, narratives)</p>	<p>Writing Samples with 1st grade universal rubric/scoring guide Teacher observations, Formative assessments, Common Assessment Parent Copy Assessment Rubrics by Objective</p>	<p>Opinion:</p> <ul style="list-style-type: none"> A. introduce a topic or text being studied B. state an opinion about the topic or text and provide a reason for the opinion C. use some specific words that are related to the topic D. follow a sense of order in writing E. provide some sense of closure <p>Informative:</p> <ul style="list-style-type: none"> A. introduce a topic or text being studied and supply facts B. use some specific words that are related to the topic C. follow a sense of order in writing D. create some sense of Closure <p>Narrative:</p> <ul style="list-style-type: none"> A. narrate a story or experience B. use details to describe the story or experience C. place events in the order they occurred D. use linking words to indicate beginning/middle/ end E. use words that are related to the topic F. provide a reaction to what happened in the events
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2nd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> I can read, infer, analyze, and draw conclusions to describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading 2L.1.B.eI can spell words using irregular spelling patterns. (2.L.1.B.f) I can spell and use the plural of appropriate nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x. I can develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple meaning words in text. 	<ul style="list-style-type: none"> I can read, infer, analyze, and draw conclusions to describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading I can spell words using irregular spelling patterns. (2.L.1.B.f) I can spell and use the plural of appropriate nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x. I can develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple meaning words in text.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> I can read, infer, analyze, and draw conclusions to describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading 2L.1.B.eI can spell words using irregular spelling patterns. (2.L.1.B.f) I can spell and use the plural of appropriate nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x. I can develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple meaning words in text. I can write fiction or nonfiction narratives and poems that follow a logical sequence of events using complete sentences to create a beginning/middle/end. 	<ul style="list-style-type: none"> I can read, infer, analyze, and draw conclusions to describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading 2L.1.B.eI can spell words using irregular spelling patterns. (2.L.1.B.f) I can spell and use the plural of appropriate nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x. I can develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple meaning words in text. I can write fiction or nonfiction narratives and poems that follow a logical sequence of events using complete sentences to create a beginning/middle/end.

2nd Grade/Unit Title & Day:

Last Revised (Date & Name): David Andrade 5/22/2017
 Cheri Luehrs, Kristin Rosine 9/26/18
 Cheri Luehrs, Kristin Rosine 11/28/18

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Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards/Skills:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments
RL 2.1,2.2,2.3 Identify and retell story elements. (Comprehension)	Identify beginning, middle, and end of story.	1. Five finger retell: Setting, characters, problem,solution, plot-BME-sequencing	Wonders Testing I can identify and retell story elements of setting, character, and plot.	Read and Respond stories AR Anchor charts Ball toss Graphic Organizers
RF 2.4A Read G.L. text fluently. (decoding)	Understand how English is written and read-Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	2. Phonics-Sounding out words, context clues, chunking, picture clues. reading accuracy and expression	Wonders Testing STAR Test Early literacy Test I can read grade level texts with fluency.	AR Reading Partner fluency reads Reader's Theater
RL 2.1B Understand new vocabulary	Build on the vocabulary introduced in first grade.	3. Context clues, dictionary/glossary	Selection Test for comprehension and vocabulary Spelling City I can understand and apply new vocabulary.	Wonders Spelling City
2.W, 2C. Write complete sentences/paragraphs(Mechanics)	Understand how English is written and read: Develop phonemic awareness in the reading process.	4. Capitalization, punctuation marks, subject/verb agreement, past/present/future tense	Rubric/Scoring Guides I can write complete sentences and paragraphs.	Free Writing Writing Prompts Editing activities
2L.1.B.e Read/spell high frequency words/apply weekly words to writing	Understand how English is written and read: Develop phonemic awareness in the reading process.	5. Spelling patterns, phonics rules	Spelling City I can spell and apply high frequency words to my writing.	Partner Spelling games/activities Spelling City

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3rd Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • I can read and understand third grade fiction and non-fiction. • I can correctly use standard English grammar when writing and speaking. • I can correctly use conventions in my daily work. (capitalization, punctuation, and spelling.) 	<ul style="list-style-type: none"> • I can read and understand third grade fiction and non-fiction. • I can correctly use standard English grammar when writing and speaking. • I can correctly use conventions in my daily work. (capitalization, punctuation, and spelling.)
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • I can read and understand third grade fiction and non-fiction. • I can correctly use standard English grammar when writing and speaking. • I can correctly use conventions in my daily work. (capitalization, punctuation, and spelling.) • I can write in a variety of styles for various purposes. • I can use research to help my writing. 	<ul style="list-style-type: none"> • I can read and understand third grade fiction and non-fiction. • I can correctly use standard English grammar when writing and speaking. • I can correctly use conventions in my daily work. (capitalization, punctuation, and spelling.) • I can write in a variety of styles for various purposes. • I can use research to help my writing.

<u>3rd Grade/Unit Title & Day:</u>			Last Revised (Date & Name):	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Skills:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

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<p>R2C & R3C Develop and apply skills and strategies to comprehend, analyze and evaluate informational text, literature.</p>	<ul style="list-style-type: none"> fluently read and/or listen to text in order to develop comprehension process and practice comprehension skills and strategies 	<ul style="list-style-type: none"> I can read and understand third grade fiction and non-fiction. 	<ul style="list-style-type: none"> STAR reading Weekly Wonders Test I can read and understand third grade fiction and non-fiction. 	<ul style="list-style-type: none"> Read alouds Turn and talk Reading response journals Whole group and small group instruction
<p>L1A-I Demonstrate command of the conventions of standard english grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> noun and verb capitalization of proper nouns and the first word of each sentence end punctuation 	<ul style="list-style-type: none"> I can correctly use standard English grammar when writing and speaking. I can correctly use conventions in my daily work. (capitalization, punctuation, and spelling.) 	<ul style="list-style-type: none"> Weekly Spelling Test Weekly Wonders Grammar Worksheets I can use conventions in my daily work (capitalization, punctuation, and spelling). I can spell grade level words correctly. I can use standard English grammar when writing and speaking. 	<ul style="list-style-type: none"> Spelling City, ConnectEd, MobyMax
<p>W2C, W2B, W2A Compose well developed writing texts for audience and purpose.</p>	<ul style="list-style-type: none"> write in complete sentences understand the author's purpose 	<ul style="list-style-type: none"> I can write in a variety of styles for various purposes. 	<ul style="list-style-type: none"> Writing Rubrics (Personal Narrative, Narrative, Persuasive, Informational) I can write in a variety of styles for various purposes. 	<ul style="list-style-type: none"> Graphic organizers Writing process

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<p>W3A Gather, analyze, evaluate and use information from a variety of sources.</p>	<ul style="list-style-type: none"> • understand reading for a purpose 	<ul style="list-style-type: none"> • I can use research to help my writing. 	<ul style="list-style-type: none"> • Research Rubric (Persuasive and Informational) • I can use research to help my writing. 	<ul style="list-style-type: none"> • Webquests • Research on computers • Research non-fiction text
<p>SL1Ab Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis to the answers, and linking comments to the remarks of others</p>	<ul style="list-style-type: none"> • fluently read and/or listen to text in order to develop comprehension • process and practice comprehension skills and strategies • identify relevant details 	<ul style="list-style-type: none"> • I can ask and answer questions from the text using evidence to explain and support my answer. 	<ul style="list-style-type: none"> • I can figure out what words mean. 	<ul style="list-style-type: none"> • Class and literature discussions • Turn and talks • Answer comprehension questions and support with evidence

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4th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read and comprehend grade level text • Follow the steps in the writing process, including different writing styles: personal narrative, expository, and persuasive • I can correctly use standard grammar when writing and speaking; parts of speech and sentence structures. 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read and comprehend grade level text • Follow the steps in the writing process, including different writing styles: personal narrative, expository, and persuasive • I can correctly use standard grammar when writing and speaking; parts of speech and sentence structures.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read and comprehend grade level text • Follow the steps in the writing process, including different writing styles: personal narrative, expository, and persuasive • I can correctly use standard grammar when writing and speaking; parts of speech and sentence structures. 	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read and comprehend grade level text • Follow the steps in the writing process, including different writing styles: personal narrative, expository, and persuasive • I can correctly use standard grammar when writing and speaking; parts of speech and sentence structures.

<p><u>4th Grade/Unit Title & Day:</u></p>			<p>Last Revised (Date & Name): September 26th, 2018 Woolery & Wallace</p>	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



RF4	RF3. Read with sufficient accuracy and fluency to support comprehension at a 3rd grade level. (Sounding out grade appropriate words, reading on benchmark for words per minute)	1. Read with sufficient accuracy and fluency to support comprehension.	<ol style="list-style-type: none"> 1. Fluency checks with Wonders 2. Guided reading with Storyworks or Wonders stories <p>“This means I can....read with sufficient accuracy and fluency to support comprehension.”</p> <p>“This means I can....understand word relationship and difference in word meanings.”</p>	Small group, paired reading with timers
RI10, RL10	RI3, RL3 - Read and comprehend text of a grade 2-3 text complexity. (Be able to identify main idea, story elements, prediction, etc. for grade level text)	2. Read and Comprehend grade level text	<p>Utilize the AR program to check for comprehension.</p> <p>“This means I can....use my comprehension skills to compare/contrast, inference, identify main idea, use context clues, and identify story elements.”</p> <p>“This means I can....read and comprehend grade level text.”</p>	Wonders lessons on reading concepts- such a inferencing, predicting, generalizing, etc.
W1-8, W10, SL4-6, RL7	3.W.1-8, 3.W.10, 3.SL.4-6, 3.RL.7 - Follow the steps in the writing process, including different writing styles; personal narrative, expository & persuasive writing. (Write with compound sentences with proper form, conventions, and complete thoughts.)	3. Follow the steps in the writing process, including different writing styles; personal narrative, expository & persuasive writing.	<p>Utilize rubrics for personal narrative, expository and persuasive written pieces.</p> <p>“This means I can....correctly use standard grammar when writing and speaking.”</p>	Writers Workshop, interactive notebooks, Wonders, Big writing projects
L1	3.L.1- I can correctly use standard grammar when writing and speaking; parts of speech & sentence structure. (Be able to describe functions of nouns, pronouns, verbs, adjectives and adverbs, coordinating conjunctions.)	4. I can correctly use standard grammar when writing and speaking; parts of speech & sentence structures	<p>Wonders worksheets, ,mini assessments, and other written pieces using the rubric</p> <p>“This means I can....use word study and phonic skills to decode words.”</p>	Wonders Resources using the Grammar games and activities found on Connected.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



5th grade Year At-A-Glance:

Quarter 1	Quarter 2
<p>Develop skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text to develop and demonstrate reading</p> <ul style="list-style-type: none"> The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The student will draw conclusions based on inferences and what the text says explicitly. The student will monitor comprehension of text. <p>Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre (narrative, expository, & persuasive).</p> <ul style="list-style-type: none"> The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose. The student will support the main idea when developing a draft of a text appropriate for audience and purpose. The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose. <p>In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.</p> <ul style="list-style-type: none"> The student will use relative pronouns in speech and written form according to English language conventions. The student will use relative adverbs in speech and written form according to English language conventions. The student will use pronouns consistently across a text in speech and written form according to English language conventions. The student will use and correct verb tenses according to English language conventions. The student will produce a variety of complex sentences in writing according to English language conventions. 	<p>Develop skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text to develop and demonstrate reading</p> <ul style="list-style-type: none"> The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The student will draw conclusions based on inferences and what the text says explicitly. The student will monitor comprehension of text. <p>Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre (narrative, expository, & persuasive).</p> <ul style="list-style-type: none"> The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose. The student will support the main idea when developing a draft of a text appropriate for audience and purpose. The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose. <p>In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.</p> <ul style="list-style-type: none"> The student will use relative pronouns in speech and written form according to English language conventions. The student will use relative adverbs in speech and written form according to English language conventions. The student will use pronouns consistently across a text in speech and written form according to English language conventions. The student will use and correct verb tenses according to English language conventions. The student will produce a variety of complex sentences in writing according to English language conventions.
Quarter 3	Quarter 4
<p>Develop skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text to develop and demonstrate reading</p> <ul style="list-style-type: none"> The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The student will draw conclusions based on inferences and what the text says explicitly. The student will monitor comprehension of text. 	<p>Develop skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text to develop and demonstrate reading</p> <ul style="list-style-type: none"> The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The student will draw conclusions based on inferences and what the text says explicitly. The student will monitor comprehension of text.

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Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre (narrative, expository, & persuasive).

- The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose.
- The student will support the main idea when developing a draft of a text appropriate for audience and purpose.
- The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose.

In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

- The student will use relative pronouns in speech and written form according to English language conventions.
- The student will use relative adverbs in speech and written form according to English language conventions.
- The student will use pronouns consistently across a text in speech and written form according to English language conventions.
- The student will use and correct verb tenses according to English language conventions.
- The student will produce a variety of complex sentences in writing according to English language conventions.

Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre (narrative, expository, & persuasive).

- The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose.
- The student will support the main idea when developing a draft of a text appropriate for audience and purpose.
- The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose.

In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

- The student will use relative pronouns in speech and written form according to English language conventions.
- The student will use relative adverbs in speech and written form according to English language conventions.
- The student will use pronouns consistently across a text in speech and written form according to English language conventions.
- The student will use and correct verb tenses according to English language conventions.
- The student will produce a variety of complex sentences in writing according to English language conventions.

5th Grade ELA

Last Revised: January 2019, KNMS

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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Explain the main idea of a text. R1A	(See Priority Standard Quick Look chart above.)	The student will demonstrate comprehension of grade level text by explaining the relationship between the main idea and supporting details.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth	-Edmentum testing and practice -Independent AR testing and reading -Instruction/assessment through various literature sets -CASE writing strategy
Read and comprehend grade level text independently and proficiently. RF4A	(See Priority Standard Quick Look chart above.)	The student will read and comprehend grade-appropriate literature and informational text.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth	-Pre/post STAR testing -Instruction/assessment from Wonders basal reader -Edmentum testing and practice -Independent AR testing and reading -Instruction/assessment through various literature sets
Apply a writing process to develop a text for audience and purpose. W1A, B, C	(See Priority Standard Quick Look chart above.)	The student will select a genre appropriate for conveying the purpose to an intended audience.	Narrative Rubric	-Prewrite -Peer edit -Revise -Publish -Oral presentation -Digital presentation
In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection. L1A	(See Priority Standard Quick Look chart above.)	The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing and speaking.	Parts of Speech Rubric	-Review activities -Daily oral language practice -In-text vocabulary practice -Vocabulary parade -Pre and post test
Determine the meaning of words and phrases as they are used in the text. R1B	(See Priority Standard Quick Look chart above.)	Students will develop vocabulary skills through using roots and affixes, context clues and/or various reference resources.	Context Clues Rubric	-Recognizing and implementing context clues -Vocabulary word charts -KIM sheets -Online Wonders activities -Pre, during, and post discussion

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6th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2 <ul style="list-style-type: none"> ○ The student will follow a writing process to develop a narrative. ○ The student will produce clear and coherent narrative writing with development, organization, style, and voice. ● Read and comprehend text independently and proficiently. RI.6.6D <ul style="list-style-type: none"> ○ The student will read and comprehend a variety of grade level texts including pieces of literature and nonfiction independently and proficiently. ● Explain the central/main idea(s) of a text and summarize the text. RI.6.4D <ul style="list-style-type: none"> ○ The student will explain the central ideas of a variety of texts. ○ The student will summarize a variety texts. ● Determine the meaning of words and phrases as they are used in the text. RL.6.1B <ul style="list-style-type: none"> ○ The student will determine the meaning of words and phrases as they are used in a variety of texts. ● Draw conclusions and make inferences from text. RL.6.1A <ul style="list-style-type: none"> ○ The student will draw conclusions from a variety of texts. ○ The student will make inferences from a variety of texts. 	<ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2 <ul style="list-style-type: none"> ○ The student will follow a writing process to develop expository writing appropriate to the task, purpose, and audience. ○ The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice appropriate to the task, purpose, and audience. ● Read and comprehend text independently and proficiently. RI.6.6D <ul style="list-style-type: none"> ○ The student will read and comprehend a variety of grade level texts including pieces of literature and nonfiction independently and proficiently. ● Explain the central/main idea(s) of a text and summarize the text. RI.6.4D <ul style="list-style-type: none"> ○ The student will explain the central ideas of a variety of texts. ○ The student will summarize a variety texts. ● Determine the meaning of words and phrases as they are used in the text. RL.6.1B <ul style="list-style-type: none"> ○ The student will determine the meaning of words and phrases as they are used in a variety of texts. ● Draw conclusions and make inferences from text. RL.6.1A <ul style="list-style-type: none"> ○ The student will draw conclusions from a variety of texts. ○ The student will make inferences from a variety of texts.
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2 <ul style="list-style-type: none"> ○ The student will follow a writing process to develop argumentative writing appropriate to task, purpose, and audience. ○ The student will produce clear and coherent argumentative writing with development, organization, style, and voice appropriate to task, purpose, and audience. ● Read and comprehend text independently and proficiently. RI.6.6D <ul style="list-style-type: none"> ○ The student will read and comprehend a variety of grade level texts including pieces of literature and nonfiction independently and proficiently. ● Explain the central/main idea(s) of a text and summarize the text. RI.6.4D <ul style="list-style-type: none"> ○ The student will explain the central ideas of a variety of texts. ○ The student will summarize a variety texts. ● Determine the meaning of words and phrases as they are used in the text. RL.6.1B 	<ul style="list-style-type: none"> ● Conduct research to answer a question gathering relevant information from multiple sources. 6.W.1 <ul style="list-style-type: none"> ○ The student will conduct research to answer a question. ○ The student will draw and integrate information from several sources. ● Read and comprehend text independently and proficiently. RI.6.6D <ul style="list-style-type: none"> ○ The student will read and comprehend a variety of grade level texts including pieces of literature and nonfiction independently and proficiently. ● Explain the central/main idea(s) of a text and summarize the text. RI.6.4D <ul style="list-style-type: none"> ○ The student will explain the central ideas of a variety of texts. ○ The student will summarize a variety texts. ● Determine the meaning of words and phrases as they are used in the text. RL.6.1B <ul style="list-style-type: none"> ○ The student will determine the meaning of words and phrases as they are used in a variety of texts. ● Draw conclusions and make inferences from text. RL.6.1A

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- The student will determine the meaning of words and phrases as they are used in a variety of texts.
- Draw conclusions and make inferences from text. RL.6.1A
 - The student will draw conclusions from a variety of texts.
 - The student will make inferences from a variety of texts.

- The student will draw conclusions from a variety of texts.
- The student will make inferences from a variety of texts.

6th Grade ELA

Last Revised: January 2019, KNMS

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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1. Draw conclusions and make inferences from text. RL6.1A	(See Priority Standard Quick Look chart above.)	Students will make logical inferences or draw conclusions that can be supported by the text or evidence while reading grade-level text.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth Common Formative Assessment Quarter 1	-Edmentum testing and practice -Independent AR testing and reading -Instruction/assessment through various literature sets -CASE writing strategy -Class discussion
2. Determine the meaning of words and phrases as they are used in the text. RL6.1B	(See Priority Standard Quick Look chart above.)	Students will develop vocabulary skills through using roots and affixes, context clues and/or various reference resources.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth	-Recognizing and implementing context clues -Vocabulary word charts -KIM sheets -Online Wonders activities -Pre, during, and post discussion -Various online games (Freerice.com)
3. Explain the central/main idea(s) of a text and summarize the text. RI6.4D	(See Priority Standard Quick Look chart above.)	Students will paraphrase or summarize grade level text by including main/central ideas and key details that span the selected piece of text.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth	-Edmentum testing and practice -Independent AR testing and reading -Instruction/assessment through various literature sets -CASE writing strategy
4.. Read and comprehend text independently and proficiently. RI6.6D	(See Priority Standard Quick Look chart above.)	Students will read and comprehend grade-appropriate literature and information text independently and proficiently.	STAR Reading Assessment looking at GE and IRL for grade level appropriateness and/or growth	-Pre/post STAR testing -Instruction/assessment from Wonders basal reader -Edmentum testing and practice -Independent AR testing and reading -Instruction/assessment through various literature sets
Conduct research to answer a question gathering relevant information from multiple sources. 6.W.1	(See Priority Standard Quick Look chart above.)	The student will 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 of sources.	Research Essay Rubric Research Proficiency Scale	-Choose a topic and conduct research. -Create a citation from reliable resource -Student created research folders -Cross curricular activities with 6th grade Social Studies

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<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 6.W.2</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<p>The students will be able to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.</p>	<p>Argumentative Rubric Argumentative Proficiency Scale Expository Rubric Expository Proficiency Scale Narrative Rubric Narrative Proficiency Scale</p>	<ul style="list-style-type: none"> -Prewrite -Peer edit -Revise -Publish -Oral presentation -Digital presentation
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



7th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<p>READING NONFICTION (8 weeks)</p> <ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 7.W.2.A <ul style="list-style-type: none"> ○ The student will follow a writing process to develop expository writing. ○ The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details. ● Read and comprehend grade level informational text independently and proficiently. 7.RI.3.D <ul style="list-style-type: none"> ○ Analyze how a text's organization or overall structure contributes to meaning. ○ The student will explain the central/main idea(s) of a text. ○ The student will explain the relationship between the central/main idea(s) and supporting evidence of a text. ○ The student will summarize a text distinct from personal opinions. ○ The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. (CASE) 	<p>RESEARCH (6 WEEKS)</p> <ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 7.W.2.A <ul style="list-style-type: none"> ○ The student will follow a writing process to develop argumentative writing. ○ The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. ● Conduct research to answer a question gathering relevant information from multiple sources. 7.W.1.A & 7.W.1.B <ul style="list-style-type: none"> ○ The student will conduct research to answer a question. ○ The student will gather relevant information from multiple sources. ○ The student will use search terms effectively. ○ The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism. ○ The student will assess the credibility and accuracy of each source. ○ The student will follow a standard format for citation.
Quarter 3	Quarter 4
<p>READING FICTION (8 WEEKS)</p> <ul style="list-style-type: none"> ● Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 7.W.2.A <ul style="list-style-type: none"> ○ The student will follow a writing process to develop a narrative. ○ The student will develop narratives, including poems, about real or imagined experiences, with clearly identified characters, well-structured event sequences, and relevant descriptive details. ● Read and comprehend grade level literature, independently and proficiently. 7.RL.3.D <ul style="list-style-type: none"> ○ The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. ○ The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. ○ The student will analyze how the setting, characters, and plot of a text affect each other. ○ The student will determine the theme(s) of a text. 	<p>POETRY AND FIGURATIVE LANGUAGE (8 WEEKS)</p> <ul style="list-style-type: none"> ● Read and comprehend grade level poetry independently and proficiently. 7.RL.3.D <ul style="list-style-type: none"> ○ The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. ○ The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. ○ The student will analyze how a text's form contributes to the meaning of the text. ○ The student will analyze how specific word choices contribute to meaning and tone in a text.

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



7th Grade/Unit Title & Day:

Last Revised (Date & Name): January 2019

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>1. Read and comprehend grade level literature independently and proficiently. 7.RL.3.D</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<ul style="list-style-type: none"> • The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. • The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will analyze how the setting, characters, and plot of a text affect each other. • The student will determine the theme(s) of a text. 	<p>STAR Reading Assessment</p> <p>One Pager Project with required quotes, symbols, answers, and academic vocabulary</p>	<ul style="list-style-type: none"> • Elements of Fiction Vocabulary • Create a short play which uses pre-selected props. The play must include a conflict (½) and resolution. • Identify plot (4 parts), setting, characters, theme, mood, point of view, and conflict of 7 different short stories. • Seventh Grade Short Stories: <ul style="list-style-type: none"> ○ A Mouthful ○ A Day's Wait ○ The Escape ○ The Lottery ○ The King's Feisty Daughter ○ All Summer in a Day ○ The Open Window
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<p>2. Read and comprehend grade level poetry independently and proficiently. 7.RL.3.D</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<ul style="list-style-type: none"> • The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. • The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. • The student will analyze how a text's form contributes to the meaning of the text. • The student will analyze how specific word choices contribute to meaning and tone in a text. 	<p>The student will visually interpret a grade appropriate poem and state the figurative language and sound devices used in the poem. The student will also explain the symbolic meaning behind the poem and, therefore, the chosen photographs.</p>	<ul style="list-style-type: none"> • Poetic Techniques Vocabulary • Figurative Language Activities • Sound Device Activities • Blackout Poetry • Audio Poems • Visualization • Group Interpretation • Individual Interpretation
<p>3. Read and comprehend grade level informational text independently and proficiently. 7.RI.3.D</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<ul style="list-style-type: none"> • The student will analyze the structure of a text to help determine meaning. • The student will explain the central/main idea(s) of a text. • The student will explain the relationship between the central/main idea(s) and supporting evidence of a text. • The student will summarize a text distinct from personal opinions. • The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. (CASE) 	<p>STAR Reading Assessment Written summary</p>	<ul style="list-style-type: none"> • Text Structure Bundle (African Animals) • Main Idea and Supporting Details Assignments (Environment Articles) • Write a summary of said articles using a given template. • Answer text dependent questions using CASE.

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<p>4. Conduct research to answer a question gathering relevant information from multiple sources. 7.W.1.A 7.W.1.B?</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<ul style="list-style-type: none"> • The student will conduct research to answer a question. • The student will gather relevant information from multiple sources. • The student will use search terms effectively. • The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism. • The student will follow a standard format for citation. 	<p>Argumentative speech which answers a given research question.</p> <p>Research Rubric</p>	<ul style="list-style-type: none"> • Research a given topic to prove your answer is the correct one. • Fill in premade outline • Cite sources (at least one database and one website) used in research.
<p>5. Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 7.W.2.A</p>	<p>(See Priority Standard Quick Look chart above.)</p>	<ul style="list-style-type: none"> • The student will follow a writing process to develop expository, argumentative, and narrative writing. 	<p>Final Paper</p> <p>Narrative Rubric</p> <p>Argumentative Rubric</p> <p>Expository Rubric</p>	<ul style="list-style-type: none"> • Prewriting • CASE practice

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



8th Grade Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Non-fiction <ul style="list-style-type: none"> ○ Main idea ○ Text Structures ○ Rhetorical Modes ○ ACEC Method of Constructed Response ● Featured text: Roll of Thunder, Hear My Cry by Mildred D. Taylor <ul style="list-style-type: none"> ○ Socratic Seminars ○ Archetypes 	<ul style="list-style-type: none"> ● Narrative Writing- Writing in which the author tells a story <ul style="list-style-type: none"> ○ Freytag's Pyramid (plot mountain) ○ Tell Tale Heart by Poe ○ Literary Devices ○ Theme ○ Tone and Mood ○ Microfiction Suspense Story ● Featured text: A Christmas Carol (4000 level) <ul style="list-style-type: none"> ○ Characterization ○ Theme
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Argumentative – Writing that states the opinion of the writer and attempts to influence the reader. <ul style="list-style-type: none"> ○ MLA format ○ Author's Purpose ○ Rhetorical Appeals ○ Conduct research ○ Argumentative research essay ○ Logical Fallacies ● Featured text: The Devil's Arithmetic <ul style="list-style-type: none"> ○ Cultural Contexts 	<ul style="list-style-type: none"> ● Literary Analysis Unit: Tuck Everlasting <ul style="list-style-type: none"> ○ Theme ○ Characterization ● Review for MAP

<p><u>8th Grade/Unit Title & Day:</u></p>			<p>Last Revised (Date & Name): January 2019</p>	
<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>	<p>Learning Target:</p>	<p>Assessment Methods:</p>	<p>Instructional Activities & Assignments</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (8.RL.1.A)</p>	<p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. 7.RL.3.D</p>	<ul style="list-style-type: none"> • I can draw inferences from a literary text. • I can use textual evidence to support an analysis of a literary text. (ex: theme, POV, word choice, sentence structure, literary devices) • I can analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning • I can determine the theme(s) of a text and analyze its development over the course of a text • I can provide an objective summary of the text. • I can determine the meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> • A.C.E.C. Rubric • Literary Analysis Rubric • AR Novel tests • Literary Devices and Characterization Quiz <p>Flash Fiction Rubric</p>	<ul style="list-style-type: none"> • Thematic Tracker to collect evidence of theme development throughout a text • Reading trifold to annotate text while reading • Vocabulary on Quizlet • Literary Device Tracker to collect evidence of literary devices used in a text • Socratic Seminars • 8th Grade Novels • Roll of Thunder, Hear My Cry • A Christmas Carol (4000 level) • The Devil's Arithmetic • Tuck Everlasting • 8th Grade Short Stories • The Monkey's Paw by W.W. Jacobs • Tell Tale Heart by Poe • Frankenstein Play (Scope)
<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (8.RI.1.A)</p>	<p>Read and comprehend informational text independently and proficiently. 7.RI.3.D</p>	<ul style="list-style-type: none"> • I can analyze how an author's choice concerning text form or structure contributes to meaning. • I can identify the central idea of a text • I can write an objective summary 	<ul style="list-style-type: none"> • Text Structure Vocabulary Test • Main Idea Test • Text Structure Paragraph Rubric 	<ul style="list-style-type: none"> • Text Structure Vocab on Quizlet • Text Structure task cards • Text Structure paragraph over research project • Central Message Tracker

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>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.(8.W.1.A)</p>	<p>Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 7.W.1.A</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. • I can use advanced searches effectively to conduct research. • I can narrow or broaden a research question when appropriate. • I can gather multiple, relevant, and credible sources (print and digital). • I can assess the usefulness of each source in answering the research question. • I can selectively integrate information from multiple sources into my writing to maintain the flow of ideas. • I can integrate information into my writing using standard MLA style. 	<p>Research Essay Rubric Research Essay Proficiency Scale</p>	
<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. (8.W.2.A)</p>	<p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace 7.SL.2.A</p>	<ul style="list-style-type: none"> • I can follow a writing process to produce clear and coherent writing that are appropriate to the task, purpose, and audience. • I can make choices regarding the development, organization, style, and voice of my writing that are appropriate to the task, purpose, and audience. 	<ul style="list-style-type: none"> • A.C.E.C. Rubric • Literary Analysis Rubric • Text Structure Paragraph Rubric <p>Argumentative Rubric Argumentative Proficiency Scale Expository Rubric Expository Proficiency Scale Flash Fiction Rubric</p>	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (8.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (7.W.3.Ac)</p>	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> • I can determine the need for punctuation or conjunctions to join simple clauses. • I can recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • I can identify and correct fragments and run-on sentences as well as faulty independent and dependent clauses. • I can identify and correct incorrect verb tense and voice. <p>USAGE CONVENTIONS</p> <ul style="list-style-type: none"> • I can form comparative and superlative adjectives. • I can determine whether an adjective form or an adverb form is called for in a given situation. • I can use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead). <p>PUNCTUATION CONVENTIONS</p> <ul style="list-style-type: none"> • I can use appropriate punctuation in straightforward situations (e.g., simple items in a series). 	<ul style="list-style-type: none"> • Daily Oral Language Quizzes • Every writing rubric has a conventions of English grammar aspect 	<ul style="list-style-type: none"> • Daily Oral Language practice
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. (8. SL.1.B)</p>	<p>Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 7.SL.1.B</p>	<ul style="list-style-type: none"> • I can identify a speaker’s arguments using reason to prompt responses from others • I can respond to others’ comments and questions with relevant observations • I can keep the discussion on track. 	<p>Socratic Seminars Rubric</p>	<ul style="list-style-type: none"> • Reading trifolds • Socratic Seminar Observation Checklist
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



8th Grade Advanced Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> ● Non-Fiction <ul style="list-style-type: none"> ○ Main idea ○ Text Structures ○ Rhetorical Modes ○ ACEC Method of Constructed Response ● Featured text: To Kill a Mockingbird <ul style="list-style-type: none"> ○ Socratic Seminars ○ Archetypes 	<ul style="list-style-type: none"> ● Narrative Writing- writing in which the author tells a story <ul style="list-style-type: none"> ○ Freytag's Pyramid (plot mountain) ○ Point of View ○ Edgar Allen Poe ○ Literary Devices ○ Theme ○ Tone and Mood ○ Microfiction Suspense Story ● Featured text: A Christmas Carol (8000 Level) <ul style="list-style-type: none"> ○ Characterization ○ Theme
Quarter 3	Quarter 4
<ul style="list-style-type: none"> ● Argumentative – Writing that states the opinion of the writer and attempts to influence the reader. <ul style="list-style-type: none"> ○ MLA format ○ Author's Purpose ○ Rhetorical Appeals ○ Conduct research ○ Argumentative research essay ○ Logical Fallacies ● Featured Text: Animal Farm <ul style="list-style-type: none"> ○ Cultural Context 	<ul style="list-style-type: none"> ● Literary Analysis Unit: Romeo and Juliet <ul style="list-style-type: none"> ○ Theme ○ Characterization ● Review for MAP

<p><u>8th Grade Advanced:</u></p>			<p>Last Revised (Date & Name): January 2019</p>	
			<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. 8.RL.3.D</p>	<ul style="list-style-type: none"> • I can draw inferences from a literary text. • I can use textual evidence to support an analysis of a literary text. (ex: theme, POV, word choice, sentence structure, literary devices) • I can determine the theme(s) of a text and analyze its development over the course of a text • I can provide an objective summary of the text. • I can determine the meaning of words and phrases as they are used in the text. • I can analyze how an author's choices concerning text form or structure contributes to meaning. • I can analyze how differences in the points of view of the characters create dramatic irony. • I can analyze how literary devices are used to develop setting, reveal character, and advance the plot. • I can explain how contemporary texts make use of archetypal characters or universal themes from traditional texts. 	<p>A.C.E.C. Rubric</p> <p>Literary Analysis Theme Rubric</p> <ul style="list-style-type: none"> • Novel AR tests • Vocabulary Quizzes <p>Flash Fiction Rubric</p>	<ul style="list-style-type: none"> • Thematic Tracker to collect evidence of theme development throughout a text • Reading trifold to annotate text while reading • Vocabulary on Quizlet • Literary Device Tracker to collect evidence of literary devices used in a text • Socratic Seminars <p>ELA 1 Advanced Novels</p> <ul style="list-style-type: none"> • To Kill a Mockingbird • A Christmas Carol • Animal Farm • Romeo and Juliet <p>ELA 1 Short Stories</p> <ul style="list-style-type: none"> • The Monkey's Paw by W.W. Jacobs • The Facts in the Case of M. Valdemar by Poe • The Man in the Well by Ira Sher • The Veldt by Ray Bradbury • Frankenstein Play (Scope)
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<p>Read and comprehend informational text independently and proficiently. 8.RI.3.D</p>	<ul style="list-style-type: none"> • I can draw conclusions from an informational text. • I can use textual evidence to support an analysis of an informational text. • I can analyze how an author's choices concerning text form or structure contributes to meaning. • I can identify the central idea of a text • I can write an objective summary • I can analyze how the author responds to conflicting evidence or points of view in a text. • I can recognize when irrelevant evidence is introduced. • I can identify where two or more texts disagree on matter of fact or interpretation. 	<ul style="list-style-type: none"> • Text Structure Vocabulary Test • Main Idea Test • Text Structure Paragraph Rubric 	<ul style="list-style-type: none"> • Text Structure Vocab on Quizlet • Text Structure task cards • Central Message Tracker
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.1.A)</p>	<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 8.W.1.A</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. • I can use advanced searches effectively to conduct research. • I can narrow or broaden a research question when appropriate. • I can gather multiple, relevant, and credible sources (print and digital). • I can assess the usefulness of each source in answering the research question. • I can selectively integrate information from multiple sources into my writing to maintain the flow of ideas. • I can integrate information into my writing using standard MLA style. 	<p>Research Essay Rubric Research Essay Proficiency Scale</p>	
<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<p>Speak audibly and to the point, using the conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace 8.SL.4.A</p>	<ul style="list-style-type: none"> • I can follow a writing process to produce clear and coherent writing that are appropriate to the task, purpose, and audience. • I can make choices regarding the development, organization, style, and voice of my writing that are appropriate to the task, purpose, and audience. 	<p>A.C.E.C. Rubric Literary Analysis Rubric</p> <ul style="list-style-type: none"> • Text Structure Paragraph Rubric <p>Argumentative Rubric Argumentative Proficiency Scale Expository Rubric Expository Proficiency Scale Flash Fiction Rubric</p>	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (8.W.3.Ac)</p>	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> • I can determine the need for punctuation or conjunctions to join simple clauses. • I can recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. • I can identify and correct fragments and run-on sentences as well as faulty independent and dependent clauses. • I can identify and correct incorrect verb tense and voice. <p>USAGE CONVENTIONS</p> <ul style="list-style-type: none"> • I can form comparative and superlative adjectives. • I can determine whether an adjective form or an adverb form is called for in a given situation. • I can use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead). <p>PUNCTUATION CONVENTIONS</p> <ul style="list-style-type: none"> • I can use appropriate punctuation in straightforward situations (e.g., simple items in a series). 	<ul style="list-style-type: none"> • Daily Oral Language Quizzes • Every writing rubric has a conventions of English grammar aspect 	<ul style="list-style-type: none"> • Daily Oral Language practice
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<p>Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 7.SL.1.B</p>	<ul style="list-style-type: none"> • I can identify a speaker's arguments using reason to prompt responses from others • I can respond to others' comments and questions with relevant observations • I can keep the discussion on track. 	<p>Socratic Seminars Rubric Argumentative Rubric Argumentative Proficiency Scale</p>	<ul style="list-style-type: none"> • Reading trifolds • Socratic Seminar Observation Checklist
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



ELA I Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Expository – Writing in which author’s purpose is to inform or explain the subject to the reader. <ul style="list-style-type: none"> ○ Main Idea ○ Listing and directions • Descriptive Unit <ul style="list-style-type: none"> ○ Edgar Allen Poe ○ Read aloud project 	<ul style="list-style-type: none"> • Narrative – Writing in which the author tells a story (could be fact or fiction). <ul style="list-style-type: none"> ○ Non-Fiction- Can I See Your I.D.?: True Stories of False Identities by Chris Barton ○ Whole class reading - Logan’s Run
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Persuasive – Writing that states the opinion of the writer and attempts to influence the reader. <ul style="list-style-type: none"> ○ The Lorax ○ Intro to internet research ○ Persuasive research essay 	<ul style="list-style-type: none"> • Literary Merit, High-Culture Text <ul style="list-style-type: none"> ○ Romeo & Juliet • Analysis Unit <ul style="list-style-type: none"> A. Theme B. Tone & mood C. Sequence of events

<u>ELA I/Unit Title & Day:</u>			Last Revised (Date & Name): 01/07/2018 Lexi Hunt	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. 8.RL.3.D</p>	<ul style="list-style-type: none"> • I can draw inferences from a literary text. • I can use textual evidence to support an analysis of a literary text. 	<ul style="list-style-type: none"> • Content Pre-Test • Pre-Writing Assessment • A.E.C. Formative 1 2 3 • Narrative Essay • Theme Essay • Research Essay • High- Culture Pre-Test • Romeo & Juliet Post Test • Romeo & Juliet Analysis 	<ul style="list-style-type: none"> • Summary Fromative 1 2 • A.E.C. Formative 1 2 3 • Formative 1 2 3 4 5
<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<p>Read and comprehend informational text independently and proficiently. 8.RI.3.D</p>	<ul style="list-style-type: none"> • I can draw conclusions from an informational text. • I can use textual evidence to support an analysis of an informational text. 	<ul style="list-style-type: none"> • Content Pre-Test • Pre-Writing Assessment • Narrative Essay • Theme Essay • Research Essay • Romeo & Juliet Analysis 	<ul style="list-style-type: none"> • Summary Fromative 1 2 • A.E.C. Formative 1 2 3

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.1.A)</p>	<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 8.W.1.A</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. • I can use advanced searches effectively to conduct research. • I can narrow or broaden a research question when appropriate. • I can gather multiple, relevant, and credible sources (print and digital). • I can assess the usefulness of each source in answering the research question. • I can selectively integrate information from multiple sources into my writing to maintain the flow of ideas. • I can integrate information into my writing using standard MLA style. 	<ul style="list-style-type: none"> • Content Pre-Test • Pre-Writing Assessment • Main Idea • Pre-Test • Research Essay • Main Idea Post Test • Dystopian Speech 	<ul style="list-style-type: none"> • Main Idea Formative 1 2 3 • Summary Formative 1 2 • Source Formatting Practice 1 2 • Discussion Formatives
<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<p>Speak audibly and to the point, using the conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace 8.SL.4.A</p>	<ul style="list-style-type: none"> • I can follow a writing process to produce clear and coherent writing that are appropriate to the task, purpose, and audience. • I can make choices regarding the development, organization, style, and voice of my writing that are appropriate to the task, purpose, and audience. 	<ul style="list-style-type: none"> • Logan's Run • Group Discussion • Dystopian Project 	<ul style="list-style-type: none"> • Dystopian Presentation • Invention Presentation • Group work

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (8.W.3.Ac)</p>	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> • I can determine the need for punctuation or conjunctions to join simple clauses. (ACT SST 201) • I can recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. (ACT SST 202) • I can identify and correct fragments and run-on sentences as well as faulty independent and dependent clauses. (ACT SST 301) • I can identify and correct incorrect verb tense and voice. (ACT SST 302) <p>USAGE CONVENTIONS</p> <ul style="list-style-type: none"> • I can form comparative and superlative adjectives. (ACT USG 202) • I can determine whether an adjective form or an adverb form is called for in a given situation. (ACT USG 301) • I can use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead). (ACT USG 305) <p>PUNCTUATION CONVENTIONS</p> <ul style="list-style-type: none"> • I can use appropriate punctuation in straightforward situations (e.g., simple items in a series). (ACT PUN 203) 	<ul style="list-style-type: none"> • Content Pre-Test • Pre-Writing Assessment • Narrative Essay • Theme Essay • Research Essay • Romeo & Juliet Analysis 	<ul style="list-style-type: none"> • Narrative Essay • Theme Essay • Research Essay
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<p>Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 7.SL.1.B</p>	<ul style="list-style-type: none"> • I can delineate a speaker's argument and claims. • I can evaluate the speaker's point of view, reasoning, and evidence. • I can propel conversations by posing and responding to questions that relate the current discussion. • I can actively incorporate others into the discussion. I can clarify, verify, or challenge ideas and conclusions. 	<ul style="list-style-type: none"> • Persuasive Project 	<ul style="list-style-type: none"> • Persuasive Essay
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



ELA II Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Main idea / author’s purpose • Short story/novella (<i>The Metamorphosis</i>) • Narrative writing 	<ul style="list-style-type: none"> • Analyze theme in <i>Night</i> • Parts of speech
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Research • Informational Text • Argument writing 	<ul style="list-style-type: none"> • Analyze character in <i>Macbeth</i> • EOC Prep

<u>ELA II/Unit Title & Day:</u>				Last Revised (Date & Name): 12/4/2018 TJ Duane & Sara Baker	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<p>Read and comprehend literature, including stories, dramas, and poems, independently and proficiently. 8.RL.3.D</p>	<ul style="list-style-type: none"> • I can draw inferences from a literary text. • I can use textual evidence to support an analysis of a literary text. • I can identify the connotative meanings of words and phrases. • I can identify types of figurative language and their meanings. 	<ul style="list-style-type: none"> • Tone paragraph (AEC) over poetry • Triple entry journal over figurative language • Theme Analysis Essay • Character Analysis Essay 	<ul style="list-style-type: none"> • Starry Night Mood v. Tone (Connotative meanings) • Figurative Language chart (figurative language) • Night Theme Tracker (inferences, textual evidence) • Macbeth Character Analysis (inferences, textual evidence) • Macbeth Character Analysis tracker (inferences, textual evidence)
<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<p>Read and comprehend informational text independently and proficiently. 8.RI.3.D</p>	<ul style="list-style-type: none"> • I can draw conclusions from an informational text. • I can use textual evidence to support an analysis of an informational text. 	<ul style="list-style-type: none"> • Research Argument Essay • Theme analysis essay • Character analysis essay • PISQ tables on information texts on the Holocaust 	<ul style="list-style-type: none"> • Argumentative vocabulary (ethos, pathos, logos, claim, counterclaim, bias) • Summary writing practice for researched sources (objective and concise summary) • Propaganda visuals for Night unit (draw conclusions from visual elements) • Gandhi/MLK (development of central idea, significance, identification)

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system. 8.W.1.A</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. • I can use advanced searches effectively to conduct research. • I can narrow or broaden a research question when appropriate. • I can gather multiple, relevant, and credible sources (print and digital). • I can assess the usefulness of each source in answering the research question. 	<ul style="list-style-type: none"> • Research Argument Essay and Works Cited Page 	<ul style="list-style-type: none"> • Research Argument Essay Prompt • Research Argument Essay Rubric • Evaluating Sources powerpoint • Evaluating the usefulness of the source
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience. 8.W.2.A.</p>	<ul style="list-style-type: none"> • I can choose precise language to create intended meanings/effects. • I can selectively integrate information from multiple sources into my writing to maintain the flow of ideas. • I can integrate information into my writing using standard MLA style. • I can follow a writing process to produce clear and coherent writing that are appropriate to the task, purpose, and audience. • I can make choices regarding the development, organization, style, and voice of my writing that are appropriate to the task, purpose, and audience. 	<ul style="list-style-type: none"> • Narrative Essay • Theme Analysis Essay • Research • Argument Essay • Character Analysis Essay 	<ul style="list-style-type: none"> • Narrative Writing Project • Narrative Writing Rubric • Night Theme Essay Packet • Macbeth Theme Essay Packet • Transition
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (8.W.3.Ac)</p>	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> I can determine the need for punctuation or conjunctions to join simple clauses. (ACT SST 201) I can recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences. (ACT SST 202) I can identify and correct fragments and run-on sentences as well as faulty independent and dependent clauses. (ACT SST 301) I can identify and correct incorrect verb tense and voice. (ACT SST 302) <p>USAGE CONVENTIONS</p> <ul style="list-style-type: none"> I can form the past tense and past participle of irregular but commonly used verbs. (ACT USG 201) I can determine whether an adjective form or an adverb form is called for in a given situation. (ACT USG 301) I can ensure straightforward subject-verb agreement. (ACT USG 302) <p>PUNCTUATION CONVENTIONS</p> <ul style="list-style-type: none"> I can delete commas that create basic sense problems (e.g., between verb and direct object). (ACT PUN 201) I can delete commas that markedly disturb sentence flow (e.g., between modifier and 	<ul style="list-style-type: none"> Narrative Essay Theme Analysis Essay Research Argument Essay Character Analysis Essay 	<p>Practice identifying errors in comma usage; identifying independent & dependent clauses.</p>
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



		<p>modified element). (ACT PUN 202)</p> <ul style="list-style-type: none">• I can use appropriate punctuation in straightforward situations (e.g., simple items in a series). (ACT PUN 203)		
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<p>Speak audibly and to the point, using the conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace 8.SL.4.A</p>	<ul style="list-style-type: none"> • I can work with peers to set rules for collegial group work, including goals, deadlines, individual roles, discussion, and decision-making. • I can delineate a speaker's argument and claims. • I can evaluate the speaker's point of view, reasoning, and evidence. • I can propel conversations by posing and responding to questions that relate the current discussion. • I can actively incorporate others into the discussion. • I can clarify, verify, or challenge ideas and conclusions. • I can respond thoughtfully to diverse perspectives including those presented in diverse media. • I can summarize points of agreement and disagreement. • I can resolve contradictions when possible. • I can determine what additional information or research is needed. • I can speak audibly and to the point. • I can use appropriate volume, clear articulation, and accurate pronunciation. • I can make consistent eye contact with a range of listeners when speaking. 	<ul style="list-style-type: none"> • Socratic seminar 	<ul style="list-style-type: none"> • Socratic Seminar Guidelines
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



ELA III Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Introduction to Types of Texts/Text Analysis • Assertion, Evidence, Commentary (AEC writing) • Tone Analysis 	<ul style="list-style-type: none"> • Theme Analysis (“The World on the Turtle’s Back”) • Character Analysis (<i>The Crucible</i>)
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • Argumentation • Rhetorical Analysis • ACT Prep 	<ul style="list-style-type: none"> • Research Project • Synthesis • Literary Analysis

<p><u>ELA III/Unit Title & Day:</u></p>				<p>Last Revised (Date & Name): (1/4/2019) Erica Nowlin</p>	
<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>	<p>Learning Target:</p>	<p>Assessment Methods:</p>	<p>Instructional Activities & Assignments</p>	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • Literary analysis essay (AEC writing) • AEC graphic organizers • Short answer/multiple choice • Discussion 	<ul style="list-style-type: none"> • Free Reading Friday Essay • Free Reading Friday Notes • Analyzing Tone packet • Tone Analysis Paragraphs • "The World on the Turtle's Back" worksheet • "The World on the Turtle's Back" Theme Analysis Paragraph • The Crucible Body Biography • The Crucible Body Biography (outline)
<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • Rhetorical analysis essay (AEC writing) • AEC graphic organizers • Short answer/multiple choice • Discussion 	<ul style="list-style-type: none"> • Free Reading Friday Essay • Free Reading Friday Notes • "A Quilt of a Country" worksheet

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question (including a self-generated question) or solve a Problem. • I can narrow or broaden research inquiry when appropriate. • I can gather multiple relevant, credible print and digital sources. • I can integrate information using a standard citation system. • I can gather relevant information from multiple authoritative print and digital sources. • I can use advanced searches effectively. • I can assess the strengths and limitations of each source in terms of the task, purpose, and Audience. • I can integrate information into the text selectively to maintain the flow of ideas. • I can avoid plagiarism and overreliance on any one source. • I can follow a standard format for citation. 	<ul style="list-style-type: none"> • Research essay • Research presentation 	<ul style="list-style-type: none"> • Periods of American Literature Research Presentation • The Crucible Intro Research Activity
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<ul style="list-style-type: none"> • I can follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. • I can follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. • I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 	<ul style="list-style-type: none"> • Essays • AEC writing • Writing conferencing 	<ul style="list-style-type: none"> • Free Reading Friday Essay • Tone Analysis Paragraphs • “The World on the Turtle’s Back” Theme Analysis Paragraph
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<ul style="list-style-type: none"> I can review, revise, and edit writing with consideration for the task, purpose, and audience. I can demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing. <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> I can recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs.) (ACT SST 401) (11-12.W.3.Ac) <p>USAGE CONVENTIONS</p> <ul style="list-style-type: none"> I can use the correct comparative or superlative adjective or adverb form depending on the context (e.g., “He is the oldest of my three brothers”) (ACT USG 401) (11-12.W.3.Ac) I can ensure subject-verb agreement when there is some text between the subject and verb (ACT USG 402) (11-12.W.3.Ac) I can use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) (ACT USG 403) (11-12.W.3.Ac) I can recognize and correct expressions that deviate from idiomatic English 	<ul style="list-style-type: none"> Essays Multiple choice Sentence corrections 	<ul style="list-style-type: none"> Free Reading Friday Essay Tone Analysis Paragraphs “The World on the Turtle’s Back” Theme Analysis Paragraph
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



		<p>(ACT USG 404) (11-12.W.3.Ac)</p> <p>PUNCTUATION CONVENTIONS</p> <ul style="list-style-type: none"> I can delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) (ACT PUN 401) (11-12.W.3.Ac) I can correctly form plural and possessive nouns and pronouns (apostrophes use) (ACT PUN 402) (11-12.W.3.Ac) I can use commas to avoid (obvious) ambiguity (e.g., to set off a long introductory element from the rest of the sentence) (ACT PUN 403) (11-12.W.3.Ac) I can use commas to set off simple parenthetical elements (ACT PUN 404) (11-12.W.3.Ac) 		
<p>Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)</p>	<p>Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<ul style="list-style-type: none"> I can delineate a speaker’s arguments and claims. I can evaluate the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations. I can pose and respond to questions that probe reasoning and evidence. I can ensure a hearing for a full range of positions on a topic or issue. I can clarify, verify, or challenge ideas and conclusions. I can promote divergent and creative perspectives. 	<ul style="list-style-type: none"> Socratic Seminar 	<ul style="list-style-type: none"> Discussion Sentence Stems Discussion Reflection Writing

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Speech Year At-A-Glance:

Quarter 1/ 3	Quarter 2/ 4
<ul style="list-style-type: none"> • Communication Model • Listening • Introductory Speeches • Informative Speeches 	<ul style="list-style-type: none"> • Persuasive Speeches • Motivational Speeches • Interviews

<p><u>Speech</u></p>			<p>Last Revised (Date & Name): 1/7/2019 Lexi Hunt</p>	
			<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11-12.SL.1.A)</p>	<p>Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed. (8.SL.1.A)</p>	<ul style="list-style-type: none"> • The student will work with peers to promote civil, democratic discussions and decision making. • The student will work with peers to set clear goals and deadlines. • The student will work with peers to establish individual roles as needed. 	<ul style="list-style-type: none"> • Invention Project Presentation 	<ul style="list-style-type: none"> • Survival Scenarios • Invention Project
<p>Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)</p>	<p>Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and Ideas. (8.SL.1.B)</p>	<ul style="list-style-type: none"> • I can delineate a speaker's arguments and claims. • I can evaluate the speaker's point of view, reasoning, stance, and evidence in order to propel conversations. • I can pose and respond to questions that probe reasoning and evidence. • I can ensure a hearing for a full range of positions on a topic or issue. • I can clarify, verify, or challenge ideas and conclusions. • I can promote divergent and creative perspectives. 	<ul style="list-style-type: none"> • Persuasion • Motivational Speeches • Interviews 	<ul style="list-style-type: none"> • Hate Speeches • Love Speeches • Color Speeches • Anything debates
<p>Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (11-12.SL.1.C)</p>	<p>Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented. (8.SL.1.C)</p>	<ul style="list-style-type: none"> • The student will respond thoughtfully to diverse perspectives during collaboration, including those presented in diverse media. • The student will synthesize claims made on all sides of an issue and, when warranted, qualify or justify his/her own views and understanding during collaboration. • The student will make new connections in light of the evidence and reasoning 	<ul style="list-style-type: none"> • Invention Project Presentation • Persuasion • Motivational Speeches • Interviews 	<ul style="list-style-type: none"> • Survival Scenarios • Invention Project • Debate

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



		presented during collaboration.		
Speak audibly and to the point, using the conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners. (11-12.SL.2.A)	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace. (8.SL.2.A)	<ul style="list-style-type: none"> • The student will speak audibly and to the point. • The student will use conventions of language as appropriate to task, purpose, and audience when presenting, including fluent and clear articulation. • The student will strategically vary volume, pitch, and pace to consistently engage listeners. 	<ul style="list-style-type: none"> • Demonstration Speeches • Unit I Exam/ Midterm 	<ul style="list-style-type: none"> • Impromptu Speeches • Introductory Lecture & Vocabulary
Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience. (11-12.SL.2.B)	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage Listeners. (8.SL.2.B)	<ul style="list-style-type: none"> • The student will make consistent eye contact with a range of listeners when speaking. • The student will use a range of gestures or movement to emphasize aspects of speech. • The student will avoid body language or mannerisms that might be distracting to the audience. 	<ul style="list-style-type: none"> • Invention Project Presentation • Persuasion • Motivational Speeches • Interviews 	<ul style="list-style-type: none"> • Hate Speeches • Love Speeches • Color Speeches • Anything debates
Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective. (11-12.SL.2.C)	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add Interest. (8.SL.2.C)	<ul style="list-style-type: none"> • The student will plan and deliver appropriate presentations based on the task, audience, and purpose. • The student will make strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective. 	<ul style="list-style-type: none"> • Invention Project Presentation • Persuasion • Motivational Speeches • Interviews 	<ul style="list-style-type: none"> • Hate Speeches • Love Speeches • Color Speeches • Anything debates

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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



ELA IV Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • <i>Heart of Darkness</i> <ul style="list-style-type: none"> ◦ Argument Essay 	<ul style="list-style-type: none"> • <i>Frankenstein</i> <ul style="list-style-type: none"> ◦ Analysis Essay • “A Modest Proposal” <ul style="list-style-type: none"> ◦ Satire Narrative
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • <i>Hamlet / As You Like It / Henry V</i> <ul style="list-style-type: none"> ◦ Shakespeare Genre Compare / Contrast Essay 	<ul style="list-style-type: none"> • <i>Beowulf</i> • Novel Project <ul style="list-style-type: none"> ◦ Research Expository Presentation ◦ Analysis Essay

<p><u>ELA IV/Unit Title & Day:</u></p>				<p>Last Revised (Date & Name): 12/11/2018 TJ Duane</p>	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments	

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • Analysis essay on <i>Frankenstein</i> • Compare Contrast Essay on Shakespearean plays • Analysis Essay about student-chosen novel 	<ul style="list-style-type: none"> • “To Be or Not to Be” Speech Analysis Assignment • Frankenstein Analysis Essay Assessment • British Novel Analysis Essay
<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • Argument essay on validity of a novel’s perspective based on outside and synthesized from arguments. (<i>Heart of Darkness</i>) • Identify the parts of a satire (<i>A Modest Proposal</i>) 	<ul style="list-style-type: none"> • Perspective in Heart of Darkness Essay

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p>	<ul style="list-style-type: none"> • I can conduct research to answer a question (including a self-generated question) or solve a Problem. • I can narrow or broaden research inquiry when appropriate. • I can gather multiple relevant, credible print and digital sources. • I can integrate information using a standard citation system. • I can gather relevant information from multiple authoritative print and digital sources. • I can use advanced searches effectively. • I can assess the strengths and limitations of each source in terms of the task, purpose, and Audience. • I can integrate information into the text selectively to maintain the flow of ideas. • I can avoid plagiarism and overreliance on any one source. • I can follow a standard format for citation. 	<ul style="list-style-type: none"> • Argument essay on validity of a novel's perspective based on outside and synthesized from arguments. (<i>Heart of Darkness</i>) • Author research presentation on a British author of the student's choice 	<ul style="list-style-type: none"> • Perspective in Heart of Darkness Essay • British Novel Analysis Essay
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<ul style="list-style-type: none"> • I can follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. • I can follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. • I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 	<ul style="list-style-type: none"> • Argument essay on validity of a novel's perspective based on outside and synthesized from arguments (<i>Heart of Darkness</i>) • Analysis essay on <i>Frankenstein</i> • Create a satire • Compare Contrast Essay on Shakespearean plays • Analysis essay about student-chosen novel 	<ul style="list-style-type: none"> • Perspective in Heart of Darkness Essay • Frankenstein Analysis Essay Assessment • Satire Creative Writing • British Novel Analysis Essay
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<ul style="list-style-type: none"> I can review, revise, and edit writing with consideration for the task, purpose, and audience. I can demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing. <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> I can recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs.) (ACT SST 401) (11-12.W.3.Ac) USAGE CONVENTIONS I can use the correct comparative or superlative adjective or adverb form depending on the context (e.g., “He is the oldest of my three brothers”) (ACT USG 401) (11-12.W.3.Ac) I can ensure subject-verb agreement when there is some text between the subject and verb (ACT USG 402) (11-12.W.3.Ac) I can use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) (ACT USG 403) (11-12.W.3.Ac) I can recognize and correct expressions that deviate from idiomatic English 	<ul style="list-style-type: none"> Rubric on various essay assessments. 	<ul style="list-style-type: none"> Rubric
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



		<p>(ACT USG 404) (11-12.W.3.Ac)</p> <ul style="list-style-type: none"> • PUNCTUATION CONVENTIONS • I can delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) (ACT PUN 401) (11-12.W.3.Ac) • I can correctly form plural and possessive nouns and pronouns (apostrophes use) (ACT PUN 402) (11-12.W.3.Ac) • I can use commas to avoid (obvious) ambiguity (e.g., to set off a long introductory element from the rest of the sentence) (ACT PUN 403) (11-12.W.3.Ac) • I can use commas to set off simple parenthetical elements (ACT PUN 404) (11-12.W.3.Ac) 		
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B)</p>	<p>Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<ul style="list-style-type: none"> • I can delineate a speaker's arguments and claims. • I can evaluate the speaker's point of view, reasoning, stance, and evidence in order to propel conversations. • I can pose and respond to questions that probe reasoning and evidence. • I can ensure a hearing for a full range of positions on a topic or issue. • I can clarify, verify, or challenge ideas and conclusions. • I can promote divergent and creative perspectives. 	<ul style="list-style-type: none"> • Socratic seminar • Presentation on a British author of the student's choice. 	<ul style="list-style-type: none"> • Socratic method.
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



AP Language Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • Sports in Nonfiction--Argument Essay • <i>Julius Caesar</i>--Rhetorical Analysis Essay 	<ul style="list-style-type: none"> • <i>In Cold Blood</i>--Argument Essay • Technology in Non-fiction--Synthesis Essay
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • <i>Brave New World</i>--Argument Essay • <i>Narrative of the Life of Frederick Douglass</i>--Rhetorical Analysis 	<ul style="list-style-type: none"> • Synthesis Essay • Test Prep • Research Exploratory Paper

<u>AP Language / Unit Title & Day:</u>			Last Revised (Date & Name): 12/4/2018 TJ Duane	
Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)	Prerequisite Standards:	Learning Target:	Assessment Methods:	Instructional Activities & Assignments

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<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RI.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain 	<ul style="list-style-type: none"> • Complete critical reader response journals on the longer works assigned each quarter. • Deconstruct a documentary / advertisement / political cartoon. 	<ul style="list-style-type: none"> • Reader response journal • Precis • SOAPSTone
<p>Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. (11-12.RI.3.B)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [informational] text says explicitly as well as inferences drawn from the text. (9-10.RI.1.A)</p>	<ul style="list-style-type: none"> • I can synthesize information from two or more texts about similar ideas/topics. • I can articulate the complexity of the issue to synthesize ideas from multiple texts. 	<ul style="list-style-type: none"> • Synthesis final for 1st semester 	<ul style="list-style-type: none"> • Graphic organizers, • Synthesis essay practice for AP Lang test.

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<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.1.A)</p>	<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.W.1.A)</p>	<ul style="list-style-type: none"> • I can gather relevant information from multiple authoritative print and digital sources. • I can use advanced searches effectively. • I can assess the strengths and limitations of each source in terms of the task, purpose, and audience. • I can integrate information into the text selectively to maintain the flow of ideas. • I can avoid plagiarism and overreliance on any one source. • I can follow a standard format for citation • I can conduct research to answer a question (including a self-generated question) or solve a problem. • I can narrow or broaden research inquiry when appropriate. • I can gather multiple relevant, credible print and digital sources. • I can integrate information using a standard citation system. 	<ul style="list-style-type: none"> • Write a 1500 word exploratory essay on a self-chosen topic using MLA citations. 	<ul style="list-style-type: none"> • Review MLA format, • Require a works cited page for typed essays.
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<ul style="list-style-type: none"> • I can follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. • I can follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. • I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. 	<ul style="list-style-type: none"> • Write a narrative featuring unfamiliar words self-chosen by the students from AP Multiple Choice practice, using the words creatively and correctly. • Write timed synthesis, rhetorical analysis, and argument essays from the College Board website AP Central Exam website. • Write a 1500 word exploratory essay on a self-chosen topic. • Write reflections on the timed writings. 	<ul style="list-style-type: none"> • Exploratory essay • Timed essays via College Board Website
<p>Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B).</p>	<p>Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)</p>	<ul style="list-style-type: none"> • I can delineate a speaker's argument and claims. • I can evaluate a speaker's point of view, reasoning, stance, and evidence in order to propel conversation. • I can pose and respond to questions that probe reasoning and evidence. • I can ensure a hearing for a full range of positions on a topic or issue. • I can clarify, verify, or challenge ideas and conclusions. • I can promote divergent and creative perspectives. 	<ul style="list-style-type: none"> • Socratic seminars over the longer readings. 	<ul style="list-style-type: none"> • Discussion Sentence Stems • Panel discussions • Mini presentations

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<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac)</p>	<p>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)</p>	<ul style="list-style-type: none"> • I can review, revise, and edit writing with consideration for the task, purpose, and audience. • I can demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing. 	<ul style="list-style-type: none"> • Write a 1500 word exploratory essay on a self-chosen topic using MLA citations. • Rewrite timed writings with these conventions in mind. 	<ul style="list-style-type: none"> • Peer editing, • Self-editing, • One-on-one conferences with teacher about previous essays.
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



AP Literature Year At-A-Glance:

Quarter 1	Quarter 2
<ul style="list-style-type: none"> • <i>Hamlet</i> • <i>Frankenstein</i> • Theme Analysis Essay • Prose Close Reading Analysis Essay 	<ul style="list-style-type: none"> • <i>The Underground Railroad</i> • <i>Notes from Underground*</i> (if time) • Theme Analysis Essay • Poetry Close Reading Analysis Essay
Quarter 3	Quarter 4
<ul style="list-style-type: none"> • <i>Othello</i> • <i>Jane Eyre</i> • Theme Analysis Essay • Poetry Close Reading Analysis Essay 	<ul style="list-style-type: none"> • <i>The Sound and the Fury</i> • <i>Housekeeping*</i> (if time) • Prose Close Reading Analysis Essay • Test Prep

<p><u>AP Literature / Unit Title & Day:</u></p>			<p>Last Revised (Date & Name): 12/4/2018 TJ Duane</p>	
<p>Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)</p>	<p>Prerequisite Standards:</p>	<p>Learning Target:</p>	<p>Assessment Methods:</p>	<p>Instructional Activities & Assignments</p>

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain. (11-12.RL.1.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<ul style="list-style-type: none"> • I can draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly. • I can make inferences based on an analysis of what the text says explicitly. • I can cite relevant and thorough textual evidence to support inferences drawn from the text. • I can make inferences based on analysis of where the text leaves matters uncertain. 	<ul style="list-style-type: none"> • Complete critical reader response journals on the longer works assigned each quarter. 	<ul style="list-style-type: none"> • Reader Response Journal (Draw conclusions about theme) • Hamlet Act I, Soliloquy Analysis (Inferences, cite relevant evidence)
<p>Evaluate how an author's choices to structure specific parts of the text contribute to a text's overall meaning and its aesthetic impact. (11-12.RL.2.A)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<ul style="list-style-type: none"> • I can evaluate how the author's structure of specific parts of a text contributes to the overall meaning. • I can evaluate how the author's structure of specific parts of the text contributes to the aesthetic impact. 	<ul style="list-style-type: none"> • Shakespearean soliloquy analysis essays. 	<ul style="list-style-type: none"> • Novel analysis (Structure)

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<p>Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact. (11-12.RL.2.C)</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the [literary] text says explicitly as well as inferences drawn from the text. (9-10.RL.1.A)</p>	<ul style="list-style-type: none"> • I can evaluate how the author's word choices contribute to a text's overall meaning. • I can evaluate how the author's word choices contribute to a text's tone. • I can evaluate how the author's word choices contribute to a text's aesthetic impact. • I can evaluate how the author's use of syntax contributes to a text's overall meaning. • I can evaluate how the author's use of syntax contributes to a text's tone. • I can evaluate how the author's use of syntax contributes to a text's aesthetic impact. 	<ul style="list-style-type: none"> • Write timed poetry analysis, prose analysis, and theme analysis essays from the College Board website AP Central Exam website. • Write a 1500 word novel analysis from a self-chosen topic. • Write a 1500 word poem analysis on a self-chosen topic. 	<ul style="list-style-type: none"> • Poem analysis (Tone, syntax) • Hamlet Act III, Soliloquy Analysis (Tone, Syntax) • AP Literature Timed Essays
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Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:



<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (11-12.W.2.A)</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-selected and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)</p>	<ul style="list-style-type: none"> • I can follow a writing process focusing on development, organization, style, and voice to produce clear and coherent writing. • I can follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing. 	<ul style="list-style-type: none"> • Write a 1500 word novel analysis from a self-chosen topic. • Write a 1500 word poem analysis on a self-chosen topic. • [SC2] [Students will] write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone. • [SC3] [Students will] write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style and themes. • [SC4] [Students will] write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's social, cultural and/or historical values. • [SC7] [Students will write] to 	<ul style="list-style-type: none"> • Novel analysis(Writing Process) • Poem analysis (Writing Process) • AP Literature Timed Essays
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			<p>understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).</p> <ul style="list-style-type: none"> • [SC8] [Students will write] to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text. • [SC9] [Students will write] to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality. • [SC10] [Students will write] to evaluate: Analytical, argumentative 	
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			essays in which students draw upon textual details to make and explain judgments about a work's social, history	
Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (11-12.SL.1.B.)	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (9-10. SL.1.B)	<ul style="list-style-type: none"> I can delineate a speaker's argument and claims. I can evaluate a speaker's point of view, reasoning, stance, and evidence in order to propel conversation. I can pose and respond to questions that probe reasoning and evidence. I can ensure a hearing for a full range of positions on a topic or issue. I can clarify, verify, or challenge ideas and conclusions. I can promote divergent and creative perspectives. 	<ul style="list-style-type: none"> Socratic seminars over the longer readings 	<ul style="list-style-type: none"> Discussion Sentence Stems Mini presentations
Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (11-12.W.3.Ac).	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation. (9-10.W.3.Ac)	<ul style="list-style-type: none"> I can review, revise, and edit writing with consideration for the task, purpose, and audience. I can demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing. 	<ul style="list-style-type: none"> Write a 1500 word novel analysis from a self-chosen topic. Write a 1500 word poem analysis on a self-chosen topic Rewrite timed writings with these conventions in mind. 	<ul style="list-style-type: none"> Novel analysis Poem analysis AP Literature Timed Essays

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