

DEPARTMENT NAME
English Language Arts
and Literacy

GRADE LEVEL
6

YEAR AT A GLANCE
Student Learning Outcomes by Marking Period
2014-2015

FIRST TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 9/4/2014 Suggested Completion Date: 9/19/2014	Unit: Launch Independent Reading Unit Title: The Power of Ideas	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI,RL 1) Provides textual evidence to support analysis of inferences drawn from the text (RI,RL 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides a summary or reflection of the texts using evidence (W9, W2, and MA.3.A.)
Suggested Completion Date: 10/10/2014	Unit: <i>McDougal Littell</i> Unit 1 Unit Title: <i>What's Happening</i>	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RL 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RL 2) Provides a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution (RL 3) Provides a description of how the characters respond or change as the plot moves towards a resolution (RL 3) Provides a statement of an author's point of view in a text (RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9) Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 10/31/2014 First Marking Period Ends: 11/7/2014	Unit: <i>Facing the Lion: Growing Up Maasai on the African Savanna</i> Unit Title: Plot, Conflict, and Setting	<ul style="list-style-type: none"> Provides textual evidence to support analysis of what the text says explicitly (RI 1) Provides textual evidence to support analysis of inferences drawn from the text (RI 1) Provides a statement of how the central idea is conveyed through particular details (RI 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) Provides a statement of an author's point of view in a text (RI 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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Marking Period Starts: 11/10/2014 Suggested Completion Date: 11/21/2014	Unit: Close Reads Unit Title: <i>Problem with Bullies</i> <i>The Red Guards</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI 6) • Provides a tracing of the argument and/or specific claims in a text (RI 8) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an argument of the texts using evidence (W1 , W9)
Suggested Completion Date: 12/5/2014	Unit: <i>McDougal Littell</i> Unit 2 Unit Title: <i>Person to Person</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution (RI, RL 3) • Provides a description of how the characters respond or change as the plot moves towards a resolution (RI, RL 3) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 1/9/2015 Second Marking Period Ends: 1/30/2015	Unit: <i>The Red Scarf Girl</i> Unit Title: Analyzing Character	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RI 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI 1) • Provides a statement of how the central idea is conveyed through particular details (RI 2) • Provides detailed analysis of how a key individual, event or idea is elaborated in a text (RI 3) • Provides a statement of an author's point of view in a text (RI 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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THIRD TERM	Overarching/general themes	
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 2/2/2015 Suggested Completion Date: 2/13/2015	Unit: Close Reads Unit Title: <i>The First Skateboard in the History of the World Skateboard Science</i>	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) Provides textual evidence to support analysis of inferences drawn from the text (RI 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an argument of the texts using evidence (W1 , W9)
Suggested Completion Date: 3/13/2015	Unit: <i>McDougal Littell</i> Unit 4 Unit Title: <i>Writer's Craft</i>	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) Provides a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution (RI, RL 3) Provides a description of how the characters respond or change as the plot moves towards a resolution (RI, RL 3) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 3/27/2015 Third Marking Period Ends: 4/17/2015	Unit: <i>Maniac Magee</i> Unit Title: Mood, Tone, and Style	<ul style="list-style-type: none"> Provides textual evidence to support analysis of what the text says explicitly (RL 1) Provides textual evidence to support analysis of inferences drawn from the text (RL 1) Provides a statement of how the central idea is conveyed through particular details (RL 2) Provides detailed analysis of how a key individual, event or idea is elaborated in a text (RL 3) Provides a statement of an author's point of view in a text (RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9) Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)

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FOURTH TERM		Overarching/general themes
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Marking Period Starts: 4/27/2015 Suggested Completion Date: 5/8/2015	Unit: Close Reads Unit Title: Matthew Henson: At the Top of the World From The Story of My Life Helen Keller	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) Provides textual evidence to support analysis of inferences drawn from the text (RI 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an argument of the texts using evidence (W1 , W9)
Suggested Completion Date: 5/29/2015	Unit: <i>McDougal Littell</i> Unit 7 Unit Title: <i>Life Stories</i>	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) Provides detailed analysis of how a key individual, event or idea is introduced and elaborated in a text (RI, RL 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9) Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 6/16/2015 Fourth Marking Period Ends: 6/19/2015	Unit: Under the Royal Palms: A Childhood in Cuba Unit Title: Biography and Autobiography	<ul style="list-style-type: none"> Provides textual evidence to support analysis of what the text says explicitly (RI 1) Provides textual evidence to support analysis of inferences drawn from the text (RI 1) Provides a statement of how the central idea is conveyed through particular details (RI 2) Provides detailed analysis of how a key individual, event or idea is elaborated in a text (RI 3) Provides a statement of an author's point of view in a text (RI 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective synthesis of the texts using evidence (W2, W9) Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)

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Marking Period Starts: 9/4/2014 Suggested Completion Date: 9/19/2014	Unit: Launch Independent Reading Unit Title: The Power of Ideas	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI,RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI,RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author’s point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides a summary or reflection of the texts using evidence (W9, W2, and MA.3.A.)
Suggested Completion Date: 10/10/2014	Unit: <i>McDougal Littell</i> Unit 3 Unit Title: <i>Lesson to Learn</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced and elaborated in a text (RI, RL 3) • Provides an explanation of how the author’s point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9) • Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 10/31/2014 First Marking Period Ends: 11/7/2014	Unit: <i>The Giver</i> Unit Title: Understanding Theme	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RL 1) • Provides a statement of how the central idea is conveyed through particular details (RL 2) • Provides detailed analysis of how a key individual, event or idea is elaborated in a text (RL 3) • Provides a statement of an author’s point of view in a text (RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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Marking Period Starts: 11/10/2014 Suggested Completion Date: 11/21/2014	Unit: Close Reads Unit Title: <i>Breaking the Ice</i> <i>The People Could Fly</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides a summary or reflection of the texts using evidence (MA.3.A.) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 12/5/2014	Unit: <i>McDougal Littell</i> Unit 3 Unit Title: <i>Finding Voice</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced and elaborated in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 1/9/2015 Second Marking Period Ends: 1/30/2015	Unit: <i>Out of the Dust</i> Unit Title: Mood, Tone, and Style	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RL 1) • Provides a statement of how the central idea is conveyed through particular details (RL 2) • Provides detailed analysis of how a key individual, event or idea is elaborated in a text (RL 3) • Provides a statement of an author's point of view in a text (RL 6) • Provide an interpretation by analyzing how the author uses literary elements (e.g., mood, tone, point of view etc.) (MA.8.A.) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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Marking Period Starts: 2/2/2015 Suggested Completion Date: 2/13/2015	Unit: Close Reads Unit Title: Name/Nombres Eleanor Roosevelt	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 3/13/2015	Unit: <i>McDougal Littell</i> Unit 7 Unit Title: <i>Writing a Life</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective synthesis of the texts using evidence (W2, W9) • Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 3/27/2015 Third Marking Period Ends: 4/17/2015	Unit: Gifted Hands: The Ben Carson Story Unit Title: Biography and Autobiography	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RI 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI 1) • Provides a statement of how the central idea is conveyed through particular details (RI 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) • Provides a statement of an author's point of view in a text (RI 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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Marking Period Starts: 4/27/2015 Suggested Completion Date: 5/08/2015	Unit: Close Reads Unit Title: <i>Pro Athletes Salaries/Do Athletes Get Paid Too Much? Why We Shouldn't Go to Mars</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1)) • Provides a delineation of the argument and specific claims in a text (RI 8) • Provides an assessment of whether the reasoning of the argument is sound (RI 8) • Provides an evaluation of whether the evidence is relevant and sufficient to support the claims (RI 8) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 1) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an argument of the texts using evidence (W1 , W9)
Suggested Completion Date: 5/29/2015	Unit: <i>McDougal Littell</i> Unit 8 Unit Title: <i>Face the Facts</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 6/16/2015 Fourth Marking Period Ends: 6/19/2015	Unit: Before We Were Free Unit Title: Information, Argument, and Persuasion	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1)) • Provides a delineation of the argument and specific claims in a text (RI 8) • Provides an assessment of whether the reasoning of the argument is sound (RI 8) • Provides an evaluation of whether the evidence is relevant and sufficient to support the claims (RI 8) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 1) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an argument of the texts using evidence (W1 , W9)

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Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 9/4/2014 Suggested Completion Date: 9/19/2014	Unit: Launch Independent Reading Unit Title: The Power of Ideas	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI,RL 1) Provides textual evidence to support analysis of inferences drawn from the text (RI,RL 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides a summary or reflection of the texts using evidence (W9, W2, and MA.3.A.)
Suggested Completion Date: 10/10/2014	Unit: <i>McDougal Littell</i> Unit 2 Unit Title: Through Different Eyes	<ul style="list-style-type: none"> Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective synthesis of the texts using evidence (W2, W9) Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 10/31/2014 First Marking Period Ends: 11/7/2014	Unit: <i>Harriet Tubman</i> Unit Title: Character and Point of View	<ul style="list-style-type: none"> Provides textual evidence to support analysis of inferences drawn from the text (RI 1) Provides a statement of how the central idea is conveyed through particular details (RI 2) Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI 3) Provides a statement of an author's point of view in a text (RI 6) Provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints (RI 6) Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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SECOND TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 11/10/2014 Suggested Completion Date: 11/21/2014	Unit: Close Reads Unit Title: Letter from New Orleans and The Monkey's Paw	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 12/5/2014	Unit: <i>McDougal Littell</i> Unit 3 Unit Title: The Place to Be	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 1/9/2015 Second Marking Period Ends: 1/30/2015	Unit: Roll of Thunder, Hear My Cry Unit Title: Setting and Mood	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RL 1) • Provides a statement of how the central idea is conveyed through particular details (RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RL 3) • Provides a statement of an author's point of view in a text (RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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THIRD TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 2/2/2015 Suggested Completion Date: 2/13/2015	Unit: Close Reads Unit Title: <i>Pandora's Box and Beyond The Diary of Anne Frank</i>	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)
Suggested Completion Date: 3/13/2015	Unit: <i>McDougal Littell</i> Unit 4 Unit Title: A World of Meaning	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9) • Provide a real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W3)
Suggested Completion Date: 3/27/2015 Third Marking Period Ends: 4/17/2015	Unit: <i>A Single Shard</i> Unit Title: Theme and Symbol	<ul style="list-style-type: none"> • Provides textual evidence to support analysis of what the text says explicitly (RL 1) • Provides textual evidence to support analysis of inferences drawn from the text (RL 1) • Provides a statement of how the central idea is conveyed through particular details (RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RL 3) • Provides a statement of an author's point of view in a text (RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)

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FOURTH TERM		Overarching/general themes
Dates	Textual References	To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):
Marking Period Starts: 4/27/2015 Suggested Completion Date: 5/8/2015	Unit: Close Reads Unit Title: from Dreams from My Father and Out of Many, One	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI 1)) • Provides a delineation of the argument and specific claims in a text (RI 8) • Provides an assessment of whether the reasoning of the argument is sound (RI 8) • Provides an evaluation of whether the evidence is relevant and sufficient to support the claims (RI 8) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI 1) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an argument of the texts using evidence (W1 , W9) •
Suggested Completion Date: 5/29/2015	Unit: <i>McDougal Littell</i> Unit 7 Unit Title: Our Place in the World	<ul style="list-style-type: none"> • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, RL 1) • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, RL 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RI, RL 3) • Provides an explanation of how the author's point of view or purpose is conveyed in the text (RI, RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an argument of the texts using evidence (W1 , W9) •
Suggested Completion Date: 6/16/2015 Fourth Marking Period Ends: 6/19/2015	Unit: <i>The Pearl</i> and <i>Narrative of the Life of Frederick Douglass</i> Unit Title: History, Culture, and the Author	<ul style="list-style-type: none"> • Provides an analysis of the development of a central idea over the course of the text including its relationship to supporting ideas (RI, 1) • Provides textual evidence that most strongly supports analysis of what the text says explicitly (RI, 2) • Provides detailed analysis of how a key individual, event or idea is introduced in a text (RL 3) • Provides a statement of an author's point of view in a text (RL 6) • Demonstrates the ability to determine the meaning of words and phrases as they are use in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama (L4) • Provides an objective informative/explanatory synthesis of the texts using evidence (W2, W9)