

# GRADE K: FVL Schools English/Language Arts Curriculum

## FVL Schools K-12 Statement of Philosophy for English/Language Arts

*FVL schools seeks to prepare lifelong Christian learners capable of putting the skills of reading, writing, listening, and speaking to work in their lives in order to nurture and witness their faith, grow professionally, as well as to understand and communicate with the world around them.*

## FVL Schools K-12 Goals for English/Language Arts

Students will . . .

### **Spiritual**

- . . . grow in their personal knowledge and understanding of God's Word.
- . . . develop the communication skills necessary to articulate, share, and defend their faith.
- . . . appreciate God's use of language and written word to communicate his love for sinful mankind.

### **Reading**

- . . . determine and analyze key ideas and details of a text.
- . . . analyze the author's craft and structure of a text.
- . . . integrate knowledge and ideas from various media and formats.
- . . . read and comprehend complex literary and informational texts independently and proficiently.

### **Writing**

- . . . write effectively for different purposes using varied text types.
- . . . create, refine, and collaborate to produce and publish written work.
- . . . gather information, evaluate sources, and cite material accurately.

. . . produce high-quality text under varied time frames for a range of tasks, purposes, and audiences.

**Speaking and Listening**

- . . . collaborate to express ideas clearly and persuasively.
- . . . listen in order to evaluate presented information.
- . . . create and deliver a strong, organized, and engaging presentation.

**Language**

- . . . demonstrate command for the conventions of standard English.
- . . . apply understanding of how language functions to support reading and listening comprehension.
- . . . acquire and use vocabulary accurately and independently.

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Grade K: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li>   <li>• Retelling of stories</li>   <li>• Characters, settings, major events</li> </ul>	<p>Ask questions about key details in the text with guidance.            Answer questions about key details in the text with guidance.</p> <p>Retell familiar stories including details with guidance.</p> <p>Identify characters in a story with guidance.            Identify settings in a story with guidance.            Identify major events in a story with guidance.</p>	<p>RL.K.1</p> <p>RL.K.2</p> <p>RL.K.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Unknown words</li>   <li>• Types of text</li>   <li>• Authors and illustrators</li> </ul>	<p>Ask questions about unknown words in a text with guidance.            Answer questions about unknown words in a text with guidance.</p> <p>Recognize common types of texts (e.g., storybooks, poems).</p> <p>Name the author and illustrator of a story with guidance.            Define the role of the author and illustrator in telling the story with guidance.</p>	<p>RL.K.4</p> <p>RL.K.5</p> <p>RL.K.6</p>

<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations</li> </ul> <ul style="list-style-type: none"> <li>• Comparisons</li> </ul>	<p>Describe the relationship between illustrations and the story, with guidance.</p> <p>Compare and contrast the adventures and experiences of characters in familiar stories, with guidance.</p>	<p>RL.K.7</p> <p>RL.K.8 (not applicable to literature)</p> <p>RL.K.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Actively engage in group reading activities with purpose and understanding.</p>	<p>RL.K.10</p>
<p><b>Reading: Informational</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li> </ul> <ul style="list-style-type: none"> <li>• Main topic</li> </ul> <ul style="list-style-type: none"> <li>• Connections</li> </ul>	<p>Ask questions about key details in the text with guidance. Answer questions about key details in the text with guidance.</p> <p>Identify the main topic of a text with guidance. Retell key details of a text with guidance.</p> <p>Describe the connection between two individuals in a text with guidance. Describe the connection between two events in a text with guidance. Describe the connection between two ideas in a text with guidance. Describe the connection between two pieces of information in a text with guidance.</p>	<p>RI.K.1</p> <p>RI.K.2</p> <p>RI.K.3</p>
<p><b>Craft and Structure</b></p>		

<ul style="list-style-type: none"> <li>• Unknown words</li> <li>• Parts of a book</li> <li>• Author and illustrator</li> </ul>	<p>Ask questions about unknown words in a text with guidance. Answer questions about unknown words in a text with guidance.</p> <p>Identify the front cover of a book. Identify the back cover of a book. Identify the title page of the book.</p> <p>Name the author and illustrator of a text. Define the role of each in presenting the ideas or information in a text.</p>	<p>RI.K.4</p> <p>RI.K.5</p> <p>RI.K.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations and text</li> <li>• Author’s reasoning</li> <li>• Comparisons</li> </ul>	<p>Describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) with guidance.</p> <p>Identify the reasons an author gives to support points in a text, with guidance.</p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with guidance.</p>	<p>RI.K.7</p> <p>RI.K.8</p> <p>RI.K.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Actively engage in group reading activities with purpose and understanding.</p>	<p>RI.K.10</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Features of print</li> </ul>	<p>Demonstrate understanding of the organization and</p>	<p>RF.K.1</p>

	<p>basic features of print.</p> <ul style="list-style-type: none"> <li>● Follow words from left to right, top to bottom, and page by page.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>● Understand that words are separated by spaces in print.</li> <li>● Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>● Spoken words, syllables, and sounds</li> </ul>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>● Recognize and produce rhyming words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken words.</li> <li>● Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>● Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p>RF.K.2</p>

<p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Decoding words</li> </ul>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p>RF.K.3</p>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reading text</li> </ul>	<p>Read emergent-reader texts with purpose and understanding.</p>	<p>RF.K.4</p>
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Informative/Explanatory</li> </ul>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they:</p> <ul style="list-style-type: none"> <li>• tell a reader the topic or the name of the book they are writing about.</li> <li>• state an opinion or preference about the topic or book (e.g., My favorite book is...).</li> </ul> <p>Use a combination of drawing, dictating, and writing to</p>	<p>W.K.1</p> <p>W.K.2</p>

<ul style="list-style-type: none"><li>• Narratives</li></ul>	<p>compose informative/explanatory texts in which they:</p> <ul style="list-style-type: none"><li>• name what they are writing about.</li><li>• supply some information about the topic.</li></ul> <p>Use a combination of drawing, dictating, and writing to:</p> <ul style="list-style-type: none"><li>• narrate a single event or several loosely linked events.</li><li>• tell about the events in the order in which they occurred.</li><li>• provide a reaction to what happened.</li></ul>	W.K.3
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<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Revision</li> <li>• Publication</li> </ul>	<p>(W.3.4 begins in grade 3)</p> <p>Respond to questions from peers, with guidance. Add details to strengthen writing, with guidance.</p> <p>Explore a variety of digital tools to produce and publish writing, including peer collaboration, with guidance.</p>	<p>W.K.4</p> <p>W.K.5</p> <p>W.K.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shared Research</li> <li>• Presentation</li> </ul>	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>Recall information from experiences or gather information from provided sources to answer a question, with guidance</p> <p>(W.4.9 begins in grade 4)</p>	<p>W.K.7</p> <p>W.K.8</p> <p>W.K.9</p>



<ul style="list-style-type: none"><li>• Oral Expression</li></ul>	Speak audibly and express thoughts, feelings and ideas clearly.	SL.K.6
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## Language

### Conventions of Standard English

- Grammar and Usage

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

- Print all upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (eg., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

L.K.1

- Capitalization, Punctuation, Spelling

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short vowel sounds (phonemes).

L.K.2

	<ul style="list-style-type: none"> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	
<b>Knowledge of Language</b> <b>Vocabulary Acquisition and Use</b>	<p>(L.2.3 begins in grade 2)</p>	L.K.3
<ul style="list-style-type: none"> <li>• Meaning of Words and Phrases</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>• Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>• Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</li> </ul>	L.K.4
<ul style="list-style-type: none"> <li>• Relationships and Nuances</li> </ul>	<p>Explore word relationships and nuances in word meanings, with guidance and support from adults.</p> <ul style="list-style-type: none"> <li>• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>• Distinguish shades of meaning among verbs</li> </ul>	L.K.5

<ul style="list-style-type: none"><li>• Academic Language</li></ul>	<p>describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	L.K.6
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## Grade 1: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li>   <li>• Retelling of stories</li>   <li>• Characters, settings, major events</li> </ul>	<p>Ask questions about key details in the text. Answer questions about key details in the text.</p> <p>Retell familiar stories including details. Demonstrate understanding of the central message or lesson.</p> <p>Describe characters in a story. Describe settings in a story. Describe major events in a story.</p>	<p>RL.1.1</p> <p>RL.1.2</p> <p>RL.1.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li>   <li>• Differences between fiction and nonfiction</li>   <li>• Narrators and speakers</li> </ul>	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>Explain major differences between books that tell stories and books that give information.</p> <p>Identify who is speaking at various points in a text.</p>	<p>RL.1.4</p> <p>RL.1.5</p> <p>RL.1.6</p>
<p><b>Integration of Knowledge and Ideas</b></p>		

<ul style="list-style-type: none"> <li>• Illustrations and text</li> <li>• Comparisons</li> </ul>	<p>Use illustrations and details to describe the characters. Use illustrations and details to describe the setting. Use illustrations and details to describe the events.</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RL.1.7</p> <p>RL.1.8 (not applicable to literature)</p> <p>RL.1.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read prose and poetry at the 1st grade level, with scaffolding as needed.</p>	<p>RL.1.10</p>
<p><b>Reading: Informational</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li> <li>• Main topic</li> <li>• Connections</li> </ul>	<p>Ask questions about key details in the text. Answer questions about key details in the text.</p> <p>Identify the main topic of a text. Retell key details of a text.</p> <p>Describe the connection between two individuals in a text. Describe the connection between two events in a text. Describe the connection between two ideas in a text. Describe the connection between two pieces of information in a text.</p>	<p>RI.1.1</p> <p>RI.1.2</p> <p>RI.1.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li> </ul>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>RI.1.4</p>

<ul style="list-style-type: none"> <li>• Text features</li> <li>• Illustrations and information</li> </ul>	<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>RI.1.5</p> <p>RI.1.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations and text</li> <li>• Author’s reasoning</li> <li>• Comparisons</li> </ul>	<p>Use the illustrations and details in a text to describe its key details.</p> <p>Identify the reasons an author gives to support points in a text.</p> <p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.1.7</p> <p>RI.1.8</p> <p>RI.1.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read informational texts appropriately complex for grade1, with guidance.</p>	<p>RI.1.10</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• Features of print</li> </ul>	<p>Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<p>RF.1.1</p>
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Spoken words, syllables, and sounds</li> </ul>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Orally produce single-syllable words by blending sounds</li> </ul>	<p>RF.1.2</p>

	<p>(phonemes), including consonant blends.</p> <ul style="list-style-type: none"> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	
<p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Decoding words</li> </ul>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs.</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	RF.1.3
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reading text</li> </ul>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and</li> </ul>	RF.1.4

	<p>expression on successive readings.</p> <ul style="list-style-type: none"> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Opinion</li>   <li>• Informative/Explanatory</li>   <li>• Narratives</li> </ul>	<p>Write opinion pieces in which they:</p> <ul style="list-style-type: none"> <li>• introduce the topic or name the book they are writing about.</li> <li>• state an opinion.</li> <li>• supply a reason for the opinion.</li> <li>• provide some sense of closure.</li> </ul> <p>Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>• name a topic.</li> <li>• supply some facts about the topic.</li> <li>• provide some sense of closure.</li> </ul> <p>Write narratives in which they:</p> <ul style="list-style-type: none"> <li>• recount two or more appropriately sequenced events.</li> <li>• include some details regarding what happened.</li> <li>• use words relating to time to signal event order.</li> <li>• provide some sense of closure.</li> </ul>	<p>W.1.1</p> <p>W.1.2</p> <p>W.1.3</p>
<p><b>Production and Distribution of Writing</b></p>		

<ul style="list-style-type: none"> <li>• Guided Revision</li> <li>• Publications</li> </ul>	<p>(W.K.1.4 begins in grade 3)</p> <p>Focus on a topic, with guidance. Respond to questions and suggestions from peers, with guidance. Add details to strengthen writing as needed, with guidance.</p> <p>Use a variety of digital tools to produce and publish writing, including peer collaboration, with guidance.</p>	<p>W.1.4</p> <p>W.1.5</p> <p>W.1.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shared Research</li> <li>• Presentation</li> </ul>	<p>Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Recall information from experiences or gather information from provided sources to answer a question, with guidance. (W.K.1.7 begins in grade 4)</p>	<p>W.1.7</p> <p>W.1.8</p> <p>W.1.9</p>
<p><b>Range of Writing</b></p>	<p>(W.K.1.10 begins in grade 3)</p>	<p>W.1.10</p>
<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussions</li> </ul>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>	<p>SL.1.1</p>

<ul style="list-style-type: none"> <li>• Key Details</li> <li>• Clarification</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL.1.2</p> <p>SL.1.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• Multimedia</li> <li>• Oral Expression</li> </ul>	<p>Describe people, places, things, and events with relevant details. Express ideas and feelings clearly.</p> <p>Add drawings or other displays to descriptions, when needed, to clarify ideas, thoughts, and feelings.</p> <p>Produce complete sentences, when appropriate to task or situation. (See Language standard 1.)</p>	<p>SL.1.4</p> <p>SL.1.5</p> <p>SL.1.6</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar and Usage</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <ul style="list-style-type: none"> <li>• Print all upper- and lowercase letters.</li> <li>• Use common, proper, and possessive nouns.</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>).</li> <li>• Use personal, possessive, and indefinite pronouns (e.g., <i>I</i>, <i>me</i>, <i>my</i>; <i>they</i>, <i>them</i>, <i>their</i>; <i>anyone</i>, <i>everything</i>).</li> </ul>	<p>L.1.1</p>

<ul style="list-style-type: none"> <li>Capitalization, Punctuation, and Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>Use determiners: articles (e.g., <i>a, an, the</i>) and demonstratives (e.g., <i>this, that</i>).</li> <li>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>Produce and expand complete simple and compound declarative (statement), interrogative (question), imperative (command), and exclamatory sentences in response to prompts.</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic</li> </ul>	<p>L.1.2</p>
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<ul style="list-style-type: none"><li>• Academic Language</li></ul>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L.1.6
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## Grade 2: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li>   <li>• Recounting of stories</li>   <li>• Characters, settings, major events</li> </ul>	<p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details.</p> <p>Recount (retell sequentially, referring back to text as necessary) stories including fables and folktales.</p> <p>Determine the central message or lesson.</p> <p>Describe how characters in a story respond to major events, settings, and challenges.</p>	<p>RL.2.1</p> <p>RL.2.2</p> <p>RL.2.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li>   <li>• Story structure</li>   <li>• Character viewpoint</li> </ul>	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>Describe the overall structure of a story which includes beginning, middle, and ending.</p> <p>Acknowledge differences in the viewpoint of characters            Speak in a different voice for each character when reading dialogue aloud.</p>	<p>RL.2.4</p> <p>RL.2.5</p> <p>RL.2.6</p>

<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations and text</li>   <li>• Comparisons</li> </ul>	<p>Use information gained from the illustrations and text to demonstrate understanding of its characters, setting, or plot.</p> <p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>RL.2.7</p> <p>RL.2.8 (not applicable to literature)</p> <p>RL.2.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend literature (e.g., stories and poetry) at the 2-3 grade level, with scaffolding as needed.</p>	<p>RL.2.10</p>
<p><b>Reading: Informational</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Key details</li>   <li>• Main topic</li>   <li>• Connections</li> </ul>	<p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in the text.</p> <p>Identify the main topic of a multiparagraph text. Identify the focus of specific paragraphs within the text.</p> <p>Describe the connection between a series of historical events in a text. Describe the connection between scientific ideas or concepts in a text. Describe the connection between steps in technical procedures in a text.</p>	<p>RI.2.1</p> <p>RI.2.2</p> <p>RI.2.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li> </ul>	<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>RI.2.4</p>

<ul style="list-style-type: none"> <li>• Text features</li> <li>• Author's purpose</li> </ul>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>RI.2.5</p> <p>RI.2.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations and text</li> <li>• Author's reasoning</li> <li>• Comparisons</li> </ul>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Describe how reasons support specific points the author makes in a text.</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RI.2.7</p> <p>RI.2.8</p> <p>RI.2.9</p>
<p><b>Range of Reading and Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend informational texts, including history/social studies, science, and technical texts, at the 2-3 grade level, with scaffolding as needed.</p>	<p>RI.2.10</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Decoding words</li> </ul>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> </ul>	<p>RF.2.3</p>

	<ul style="list-style-type: none"> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Reading text</li> </ul>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	RF.2.4
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Opinion</li>   <li>• Informative/Explanatory</li> </ul>	<p>Write opinion pieces in which they:</p> <ul style="list-style-type: none"> <li>• Introduce the topic or book they are writing about.</li> <li>• State an opinion.</li> <li>• Supply reasons that support the opinion.</li> <li>• Use transitional words (e.g., because, and, also) to connect opinion and reasons.</li> <li>• Provide a concluding statement or section.</li> </ul> <p>Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>• Introduce a topic.</li> </ul>	<p>W.2.1</p> <p>W.2.2</p>

<ul style="list-style-type: none"> <li>• Narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Use facts and definitions to develop points.</li> <li>• Provide a concluding statement or section.</li> </ul> <p>Write narratives in which they:</p> <ul style="list-style-type: none"> <li>• Recount a well-elaborated event or short sequence of events.</li> <li>• Include details to describe actions, thoughts, and feelings.</li> <li>• Use time related words to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>	<p>W.2.3</p>
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• Guided Revision</li> <li>• Publications</li> </ul>	<p>(W.K.2.4 begins in grade 3)</p> <p>Focus on a topic, with guidance. Strengthen writing by revising and editing, with guidance.</p> <p>Use a variety of digital tools to produce and publish writing, including peer collaboration, with guidance.</p>	<p>W.2.4</p> <p>W.2.5</p> <p>W.2.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• Shared Research</li> <li>• Presentation</li> </ul>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>(W.K.2.9 begins in grade 4)</p>	<p>W.2.7</p> <p>W.2.8</p> <p>W.2.9</p>
<p><b>Range of Writing</b></p>		

<ul style="list-style-type: none"> <li>•</li> </ul>	(W.K.2.10 begins in grade 3)	W.2.10
<p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussions</li> </ul> <ul style="list-style-type: none"> <li>• Key Details</li> </ul> <ul style="list-style-type: none"> <li>• Clarification</li> </ul>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>SL.2.1</p> <p>SL.2.2</p> <p>SL.2.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Description</li> </ul> <ul style="list-style-type: none"> <li>• Multimedia</li> </ul>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details. Speak audibly in coherent sentences.</p> <p>Create audio recordings of stories or poems. Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SL.2.4</p> <p>SL.2.5</p>

<ul style="list-style-type: none"><li>• Oral Expression</li></ul>	Produce complete sentences, when appropriate to task or situation in order to provide requested detail or clarification. (See Language standard 1 and 3.)	SL.2.6
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	<ul style="list-style-type: none"> <li>Consult reference materials, including beginning dictionaries, as needed to check correct spelling.</li> </ul>	
<b>Knowledge of Language</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>Compare formal and informal uses of English.</li> </ul>	L.2.3
<b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>Meaning of Words and Phrases</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	L.2.4
<ul style="list-style-type: none"> <li>Relationships and Nuances</li> </ul>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	L.2.5

<ul style="list-style-type: none"><li>• Academic Language</li></ul>	<ul style="list-style-type: none"><li>• Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li><li>• Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li></ul> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	L.2.6
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## Grade 3: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Text-based understanding</li>   <li>• Recounting of stories</li>   <li>• Character, setting, major events</li> </ul>	<p>Demonstrate understanding by asking and answering questions, referring explicitly to the text.</p> <p>Recount (retell sequentially, referring back to text as necessary) stories including fables, folktales, and myths. Determine the central message or lesson. Explain how the message is conveyed through key details in the text.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings). Explain how their actions drive the sequence of events.</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li>   <li>• Story structure</li>   <li>• Viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Refer to parts of text, using terms such as chapter, scene, and stanza Describe how each successive part builds on earlier sections.</p> <p>Distinguish their own viewpoint from that of the narrator or those of the characters.</p>	<p>RL.3.4</p> <p>RL.3.5</p> <p>RL.3.6</p>

<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustrations and text</li> <li>• Comparisons</li> </ul>	<p>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters in other works.</p>	<p>RL.3.7</p> <p>RL.3.8 (not applicable to literature)</p> <p>RL.3.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend literature (e.g., stories, dramas, and poetry) at the high end of the 2-3 grade level independently and proficiently.</p>	<p>RL.3.10</p>
<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Text-based understanding</li> <li>• Main idea</li> <li>• Connections</li> </ul>	<p>Demonstrate understanding by asking and answering questions, referring explicitly to the text.</p> <p>Determine the main idea of a text. Recount the key details. Explain how key details support the main idea.</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using</p>	<p>RI.3.1</p> <p>RI.3.2</p> <p>RI.3.3</p>

	language that pertains to time, sequence, and cause/effect.	
<b>Craft and Structure</b> <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Text features</li> <li>• Author's Viewpoint</li> </ul>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4
	Use text features (e.g., key words, sidebars, graphics) to locate information relevant to a given topic efficiently. Use search tools (e.g., index, glossary, hyperlink) to locate information relevant to a given topic efficiently.	RI.3.5
	Distinguish their own viewpoint from that of the author of a text.	RI.3.6
<b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>• Graphics</li> <li>• Connections</li> <li>• Comparisons</li> </ul>	Use information gained from illustrations (e.g., maps, photographs) and/or the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how).	RI.3.7
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) key events occur.	RI.3.8
	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9
<b>Range of Reading and Level of Text Complexity</b> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the 2-3 grade level independently and proficiently.	RI.3.10
<b>Reading: Foundational Skills</b>		





	<ul style="list-style-type: none"> <li>• Signal event order using transitional words and phrases (e.g. first, next, while, finally).</li> <li>• Provide a sense of closure or a conflict resolution.</li> </ul>	
<b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>• Development</li> <li>• Revision</li> <li>• Publication</li> </ul>	<p>Produce writing in which the development and organization are appropriate to task and purpose, with guidance.</p> <p>Develop and strengthen writing as needed by planning, revising, and editing, with guidance.</p> <p>Use technology to:</p> <ul style="list-style-type: none"> <li>• Produce and publish writing (using keyboarding skills) with guidance</li> <li>• Interact and collaborate with others with guidance</li> </ul>	<p>W.3.4</p> <p>W.3.5</p> <p>W.3.6</p>
<b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>• Investigation</li> <li>• Sources</li> </ul>	<p>Conduct short research projects that build knowledge about a topic.</p> <p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>(W.3.9 begins in grade 4)</p>	<p>W.3.7</p> <p>W.3.8</p>

<b>Range of Writing</b> <ul style="list-style-type: none"> <li>• Writing</li> </ul>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	W.3.10
<b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>• <b>Collaborative Discussion</b></li> </ul>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> </ul>	SL3.1

<ul style="list-style-type: none"> <li>● <b>Summary</b></li> <li>● <b>Clarification</b></li> </ul>	<ul style="list-style-type: none"> <li>● Explain their own ideas and understanding in light of the discussion.</li> </ul> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SL.3.2</p> <p>SL.3.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Oral Presentation</b></li> <li>● <b>Multimedia</b></li> <li>● <b>Oral Expression</b></li> </ul>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace</p> <p>Add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p>	<p>SL.3.4</p> <p>SL.3.5</p> <p>SL.3.6</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p>		

<ul style="list-style-type: none"> <li>● <b>Grammar and Usage</b></li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>● Form and use regular and irregular plural nouns.</li> <li>● Use abstract nouns (e.g., childhood).</li> <li>● Form and use regular and irregular verbs.</li> <li>● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</li> <li>● Ensure subject-verb and pronoun-antecedent agreement.</li> <li>● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>● Use coordinating and subordinating conjunctions.</li> <li>● Produce simple, compound, and complex sentences.</li> </ul>	<p>L.3.1</p>
<ul style="list-style-type: none"> <li>● <b>Capitalization, Punctuation, and Spelling</b></li> </ul>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>● Capitalize appropriate words in titles.</li> </ul>	<p>L.3.2</p>

	<ul style="list-style-type: none"> <li>● Use commas in addresses.</li> <li>● Use commas and quotation marks in dialogue.</li> <li>● Form and use possessives.</li> <li>● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</li> <li>● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	
<b>Knowledge of Language</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>● Choose words and phrases for effect.</li> <li>● Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	L.3.3
<b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>● <b>Meanings of words and phrases</b></li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	L.3.4

<ul style="list-style-type: none"> <li>● <b>Relationships and nuances</b></li> </ul>	<ul style="list-style-type: none"> <li>● Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>● Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>● Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>● Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>● Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>● Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</li> </ul>	<p>L.3.5</p>
<ul style="list-style-type: none"> <li>● <b>Academic language</b></li> </ul>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,</p>	<p>L.3.6</p>

	including those that signal spatial and time relationships (e.g., After dinner that night we went looking for them).	
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## Grade 4: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Text-based understanding</li> <li>● Summarizing of text</li> <li>● Character, setting, major events</li> </ul>	<p>Demonstrate understanding of what the text says explicitly by referring to details and examples from the text. Draw inferences by referring to details and examples from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text. Summarize the text.</p> <p>Describe in depth characters, setting, or events of a story by drawing details from the text.</p>	<p>RL.4.1</p> <p>RL.4.2</p> <p>RL.4.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Words and phrases</li> <li>● Literary structure</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Explain major differences between poems, drama, and prose. Refer to the structural elements of poems (e.g., verse, rhythm, meter) Refer to the structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)</p>	<p>RL.4.4</p> <p>RL.4.5</p>

<ul style="list-style-type: none"> <li>Point of view</li> </ul>	<p>Compare and contrast the point of view (e.g. first and third person) from which different stories are narrated.</p>	<p>RL.4.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Multimedia representations and text</li> <li>Comparisons</li> </ul>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text. Identify how each version portrays specific descriptions and events in the text.</p> <p>Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures. Compare and contrast the patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>RL.4.7</p> <p>RL.4.8 (not applicable to literature)</p> <p>RL.4.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> </ul>	<p>Read and comprehend literature (e.g., stories, dramas, and poetry) in the 4-5 grade level proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RL.4.10</p>
<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Text-based understanding</li> </ul>	<p>Demonstrate understanding of what the text says explicitly by referring to</p>	<p>RI.4.1</p>

<ul style="list-style-type: none"> <li>● Main idea</li>   <li>● Connections</li> </ul>	<p>details and examples from the text. Draw inferences by referring to details and examples from the text.</p> <p>Determine the main idea of a text. Explain how key details support the main idea. Summarize the text.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>RI.4.2</p> <p>RI.4.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Words and phrases</li>   <li>● Text structure</li>   <li>● Author’s viewpoint</li> </ul>	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RI.4.4</p> <p>RI.4.5</p> <p>RI.4.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● Graphics</li> </ul>	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)</p>	<p>RI.4.7</p>

<ul style="list-style-type: none"> <li>● Support</li>   <li>● Integrate</li> </ul>	<p>Explain how the information contributes to an understanding of the text in which it appears.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Integrate information from two texts on the same topic in order to write about the subject knowledgeably.</p> <p>Integrate information from two texts on the same topic in order to speak about the subject knowledgeably.</p>	<p>RI.4.8</p> <p>RI.4.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>Read and comprehend informational texts, including history/social studies, science, and technical texts, at the 4-5 grade level with scaffolding as needed.</p>	<p>RI.4.10</p>



<ul style="list-style-type: none"> <li>● Informative/Explanatory</li> </ul>	<ul style="list-style-type: none"> <li>● Link opinion and reasons using transitional words and phrases (e.g., for instance, in order to, in addition).</li> <li>● Provide a concluding statement or section related to the opinion presented.</li> </ul> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>● Link ideas within categories of information using transitional words and phrases (e.g., another, for example, also, because).</li> <li>● Inform about or explain the topic using precise language and domain-specific vocabulary.</li> <li>● Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>W.4.2</p>
<ul style="list-style-type: none"> <li>● Narrative</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>● Orient the reader by establishing a situation (setting, conflict) and</li> </ul>	<p>W.4.3</p>

	<p>introducing a narrator and/or characters.</p> <ul style="list-style-type: none"> <li>● Organize an event sequence or plot that unfolds naturally.</li> <li>● Develop experiences, characters, and events, or show the responses of characters to situations using dialogue and description.</li> <li>● Manage the sequence of events using a variety of transitional words and phrases.</li> <li>● Convey experiences and events precisely using concrete words and phrases and sensory details.</li> <li>● Provide a conclusion or a conflict resolution that follows from the narrated experiences or events.</li> </ul>	
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>● Development</li> <li>● Revision</li> <li>● Publication</li> </ul>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, and editing, with guidance.</p> <p>Use technology, including the Internet, with some guidance to:</p> <ul style="list-style-type: none"> <li>● Produce and publish writing</li> <li>● Interact and collaborate with others</li> </ul>	<p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p>

	<ul style="list-style-type: none"> <li>• Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</li> </ul>	
<b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>• Investigation</li> <li>• Sources</li> <li>• Evaluation</li> </ul>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources</p> <p>Take notes and categorize information, and provide a list of sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>• Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</li> <li>• Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</li> </ul> <p>Range of Writing:</p>	<p>W.4.7</p> <p>W.4.8</p> <p>W.4.9</p>
<b>Range of Writing</b> <ul style="list-style-type: none"> <li>• Writing</li> </ul>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.4.10</p>



<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● <b>Oral Presentation</b></li>   <li>● <b>Multimedia</b></li>   <li>● <b>Oral Expression</b></li> </ul>	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes</p> <p>Speak clearly at an understandable pace.</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)</p>	<p>SL.4.4</p> <p>SL.4.5</p> <p>SL.4.6</p>
<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>● <b>Grammar and Usage</b></li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> </ul>	<p>L.4.1</p>

<ul style="list-style-type: none"> <li>● <b>Capitalization, Punctuation, and Spelling</b></li> </ul>	<ul style="list-style-type: none"> <li>● Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</li> <li>● Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>● Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>● Form and use prepositional phrases.</li> <li>● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>● Correctly use frequently confused words (e.g., to, too, two; there, their).</li> </ul> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>● Use correct capitalization.</li> <li>● Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>● Use a comma before a coordinating conjunction in a compound sentence.</li> <li>● Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>L.4.2</p>
<p><b>Knowledge of Language</b></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>● Choose words and phrases to convey ideas precisely.</li> </ul>	<p>L.4.3</p>

	<ul style="list-style-type: none"> <li>● Choose punctuation for effect.</li> <li>● Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	
<p><b>Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>● <b>Meanings of words and phrases</b></li> <li>● <b>Relationships and nuances</b></li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>● Recognize and explain the meaning of common idioms, adages, and</li> </ul>	<p>L.4.4</p> <p>L.4.5</p>

<ul style="list-style-type: none"><li>● <b>Academic language</b></li></ul>	<p>proverbs.</p> <ul style="list-style-type: none"><li>● Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li></ul> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	L.4.6
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Grade 5: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Text-based understanding</li>   <li>● Summarizing of text</li>   <li>● Character, setting, major events</li> </ul>	<p>Quote text accurately to explain what the text says explicitly.</p> <p>Quote text accurately to support inferences drawn from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text.</p> <ul style="list-style-type: none"> <li>● Relate the theme to character response to conflict.</li> <li>● Relate the theme to how the speaker in a poem reflects on a topic.</li> <li>● Summarize the text.</li> </ul> <p>Compare and contrast multiple characters, settings, or events of a story by drawing specific details from the text.</p>	<p>RL.5.1</p> <p>RL.5.2</p> <p>RL.5.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Words and phrases</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>RL.5.4</p>

<ul style="list-style-type: none"> <li>Literary structure</li> <li>Viewpoint</li> </ul>	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Describe how a narrator's or speaker's viewpoint influences how events are described.</p>	<p>RL.5.5</p> <p>RL.5.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Multimedia representations and text</li> <li>Comparisons</li> </ul>	<p>Analyze how visual and multimedia elements contribute to the meaning, tone, or appearance of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>RL.5.7</p> <p>RL.5.8 (not applicable to literature)</p> <p>RL.5.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> </ul>	<p>Read and comprehend literature (e.g., stories, dramas, and poetry) at the high end of the 4-5 level independently and proficiently.</p>	<p>RL.5.10</p>
<p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p>		

<ul style="list-style-type: none"> <li>● Text-based understanding</li>   <li>● Main Idea</li>   <li>● Connections</li> </ul>	<p>Quote text accurately to explain what the text says explicitly.</p> <p>Quote text accurately to support inferences drawn from the text.</p> <p>Determine two or more main ideas of a text.  Explain how key details support the main ideas.  Summarize the text.</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>RI.5.1</p> <p>RI.5.2</p> <p>RI.5.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Words and phrases</li>   <li>● Text structure</li>   <li>● Author's viewpoint</li> </ul>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the viewpoints they represent.</p>	<p>RI.5.4</p> <p>RI.5.5</p> <p>RI.5.6</p>
<p><b>Integration of Knowledge and Ideas</b></p>		

<ul style="list-style-type: none"> <li>● Graphics</li> <li>● Support</li> <li>● Integrate</li> </ul>	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Integrate information from several texts on the same topic in order to write about the subject knowledgeably. Integrate information from several texts on the same topic in order to speak about the subject knowledgeably.</p>	<p>RI.5.7</p> <p>RI.5.8</p> <p>RI.5.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the 4-5 grade level independently and proficiently.</p>	<p>RI.5.10</p>
<p><b>Reading: Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.3</p>

<p><b>Fluency</b></p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● Read grade-level text with purpose and understanding.</li> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>RF.5.4</p>
<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>● Opinion</li> </ul>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> <li>● Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>● Provide logically ordered reasons that are supported by facts and details.</li> <li>● Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically).</li> <li>● Provide a concluding statement or section related to the opinion presented.</li> </ul>	<p>W.5.1</p>

<ul style="list-style-type: none"> <li>• Informative/Explanatory</li> </ul>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially).</li> <li>• Inform about or explain the topic using precise language and domain-specific vocabulary.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p>W.5.2</p>
<ul style="list-style-type: none"> <li>• Narrative</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:</p> <ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation (setting, conflict) and introducing a narrator and/or characters.</li> </ul>	<p>W.5.3</p>

	<ul style="list-style-type: none"> <li>● Organize an event sequence or plot that unfolds naturally.</li> <li>● Develop experiences, characters, and events, or show the responses of characters to situations using narrative techniques, such as dialogue, description, and pacing.</li> <li>● Manage the sequence of events using a variety of transitional words, phrases, and clauses.</li> <li>● Convey experiences and events precisely using concrete words and phrases and sensory details.</li> <li>● Provide a conclusion or a conflict resolution that follows from the narrated experiences or events.</li> </ul>	
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>● Development</li> <li>● Revision</li> <li>● Publication</li> </ul>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance.</p> <p>Use technology, including the Internet, with some guidance to:</p> <ul style="list-style-type: none"> <li>● Produce and publish writing</li> <li>● Interact and collaborate with others</li> <li>● Demonstrate sufficient command of keyboarding skills to</li> </ul>	<p>W.5.4</p> <p>W.5.5</p> <p>W.5.6</p>

	type a minimum of two pages in a single sitting	
<b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>● Investigation</li> <li>● Sources</li> <li>● Evaluation</li> </ul>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources</p> <p>Summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>● Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> <li>● Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</li> </ul>	<p>W.5.7</p> <p>W.5.8</p> <p>W.5.9</p>
<b>Range of Writing</b> <ul style="list-style-type: none"> <li>● Writing</li> </ul>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or	W.5.10



<ul style="list-style-type: none"> <li>• Text Evidence</li> </ul>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SL.5.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Presentation</b></li> <li>• <b>Multimedia</b></li> <li>• <b>Oral Expression</b></li> </ul>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.</p> <p>Speak clearly at an understandable pace.</p> <p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 herefor specific expectations.)</p>	<p>SL.5.4</p> <p>SL.5.5</p> <p>SL.5.6</p>

## Language

### Conventions of Standard English

- **Grammar and usage**

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

L.5.1

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).

- **Capitalization, punctuation, and spelling**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the

	<p>sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <ul style="list-style-type: none"> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	
<b>Knowledge of Language</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	L.5.3
<b>Vocabulary Acquisition and Use</b> <ul style="list-style-type: none"> <li>• <b>Meanings of words and phrases</b></li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,</li> </ul>	L.5.4



## Grade 6: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Text-based understanding</li>   <li>• Theme</li>   <li>• Character, setting, major events</li> </ul>	<p>Cite text accurately to explain what the text says explicitly. Cite text accurately to support inferences drawn from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text. Summarize the text free from personal opinions.</p> <p>Describe how a particular story's or drama's plot unfolds in a series of episodes. Describe how the characters respond or change as the plot moves toward a resolution.</p>	<p>RL.6.1</p> <p>RL.6.2</p> <p>RL.6.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li>   <li>• Literary structure</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of a specific word choice on meaning and tone</p> <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.</p>	<p>RL.6.4</p> <p>RL.6.5</p>

<ul style="list-style-type: none"> <li>• Viewpoint</li> </ul>	<p>Explain how an author develops the viewpoint of the narrator or speaker in a text.</p>	<p>RL.6.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multimedia representations and text</li>   <li>• Comparisons</li> </ul>	<p>Compare and contrast written literature to auditory and visual experiences of the same story.</p> <p>Compare and contrast literary forms (stories, poems, etc.)  Compare and contrast literary genres (historical novels, fantasy, etc).</p> <p>Compare and analyze approaches to similar themes and topics.</p>	<p>RL.6.7</p> <p>RL.6.8 (not applicable to literature)</p> <p>RL.6.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend literature (e.g. stories, dramas, poetry) at the high end of the 6-8 grade level with scaffolding as needed.</p>	<p>RL.6.10</p>
<p><b>Reading Informational Text:</b></p>		

<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Text-based understanding</li> <li>• Central idea</li> <li>• Connections</li> </ul>	<p>Cite text accurately to explain what the text says explicitly. Cite text accurately to support inferences drawn from the text.</p> <p>Determine a central idea of a text and how it is conveyed through particular details. Summarize the text distinct from personal opinions or judgments.</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RI.6.1</p> <p>RI.6.2</p> <p>RI.6.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Structure</li> <li>• Author's viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>Determine an author's viewpoint or purpose in a text. Explain how the author's viewpoint is conveyed in the text.</p>	<p>RI.6.4</p> <p>RI.6.5</p> <p>RI.6.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multimedia representations and text</li> <li>• Argument Evaluations</li> </ul>	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>Trace and evaluate the argument and specific claims in a text. Distinguish claims that are supported by reasons and evidence from claims that are not.</p>	<p>RI.6.7</p> <p>RI.6.8</p>



<ul style="list-style-type: none"> <li>• Narrative</li> </ul>	<p>quotations, or other information and examples.</p> <ul style="list-style-type: none"> <li>• Clarify the relationships among ideas and concepts using appropriate transitions.</li> <li>• Explain a topic using appropriate transitions.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a conclusion that supports the information presented.</li> </ul> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader.</li> <li>• Establish a context and introduce a narrator and/or characters.</li> <li>• Organize an event sequence that unfolds naturally and logically.</li> <li>• Develop experiences, events, and/or characters using narrative techniques such as dialogue, pacing, and description.</li> <li>• Convey sequence and signal shifts from one time frame or setting to another using precise words and phrases, relevant descriptive details, and sensory language.</li> <li>• Convey experiences and events using precise words and phrases, relevant descriptive details, and sensory language.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>W.6.2.C</p> <p>W.6.2.D</p> <p>W.6.2.E</p> <p>W.6.2.F</p> <p>W.6.3</p> <p>W.6.3A</p> <p>W.6.3B</p> <p>W.6.3C</p> <p>W.6.3.D</p> <p>W.6.3.E</p>
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<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>● Development</li>   <li>● Revision</li>   <li>● Publication</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with some guidance and support from peers and adults.</p> <p>Use technology to:</p> <ul style="list-style-type: none"> <li>● Produce and publish writing</li>   <li>● Interact and collaborate with others</li>   <li>● Demonstrate sufficient command of keyboarding skills to type 3 pages in a single sitting</li> </ul>	<p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>● Research</li>   <li>● Multiple Sources</li>   <li>● Evidence</li> </ul>	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Gather relevant information from multiple print and digital sources.</p> <p>Assess the credibility sources.</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>● Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics").</li> </ul>	<p>W.6.7</p> <p>W.6.8</p> <p>W.6.9</p> <p>W.6.9A</p>



<ul style="list-style-type: none"> <li>• Delineation and Distinguishment</li> </ul>	<p>under study.</p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SL.6.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Oral Presentation</li> <li>• Multimedia Presentation</li> <li>• Oral Expression</li> </ul>	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<p>SL.6.4</p> <p>SL.6.5</p> <p>SL.6.6</p>
<p><b>LANGUAGE:</b></p>		
<p><b>Conventions of Standard English:</b></p> <ul style="list-style-type: none"> <li>• Grammar and Usage</li> </ul>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>• Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</li> <li>• Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>• Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>• Recognize variations from standard English in their own and others' writing and speaking.</li> <li>• Identify and use strategies to improve expression in conventional</li> </ul>	<p>L.6.1</p> <p>L.6.1.A</p> <p>L.6.1.B</p> <p>L.6.1.C</p> <p>L.6.1.D</p> <p>L.6.1.E</p>

<ul style="list-style-type: none"> <li>Capitalization, Punctuation, and Spelling</li> </ul>	<p>language.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ul>	<p>L.6.2</p> <p>L.6.2.A</p> <p>L.6.2.B</p>
<p><b>Knowledge of Language:</b></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>Maintain consistency in style and tone.</li> </ul>	<p>L.6.3</p> <p>L.6.3.A</p> <p>L.6.3.B</p>
<p><b>Vocabulary Acquisition and Use:</b></p> <ul style="list-style-type: none"> <li>Meanings of Words and Phrases</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>L.6.4</p> <p>L.6.4.A</p> <p>L.6.4.B</p> <p>L.6.4.C</p> <p>L.6.4.D</p>



<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Structure</li> <li>● Viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>Identify aspects of a text that reveal an author's viewpoint or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>RH.6-8.4</p> <p>RH.6-8.5</p> <p>RH.6-8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Integrate multimedia information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>RH.6-8.7</p> <p>RH.6-8.8</p> <p>RH.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RH.6-8.10</p>
<p><b>Reading in Science and Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> </ul>	<p>Cite specific textual evidence to support analysis of science and technical texts.</p>	<p>RST.6-8.1</p>

<ul style="list-style-type: none"> <li>● Central Ideas</li> <li>● Sequences</li> </ul>	<p>Determine the conclusions of a text. Provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>RST.6-8.2</p> <p>RST.6-8.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Structure</li> <li>● Viewpoint</li> </ul>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>Analyze the author’s purpose in providing an explanation, describing procedure, or discussing an experiment in a text.</p>	<p>RST.6-8.4</p> <p>RST.6-8.5</p> <p>RST.6-8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Distinguish among facts, reasoned judgment, based on research findings, and speculation in a text.</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>RST.6-8.7</p> <p>RST.6-8.8</p> <p>RST.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>		<p>RST.6-8.10</p>



<ul style="list-style-type: none"> <li>• Narratives</li> </ul>	<p>events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow</li> </ul> <p>Organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style and objective tone.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> <p>Incorporate narrative elements effectively into arguments and informative/explanatory texts.</p> <ul style="list-style-type: none"> <li>• Incorporate narrative accounts into their analyses of individuals or events of historical import.</li> <li>• Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</li> </ul>	<p>WHST.6-8.3</p>
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<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>● Development</li> <li>● Revision</li> <li>● Technology</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>WHST.6-8.4</p> <p>WHST.6-8.5</p> <p>WHST.6-8.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Multiple sources</li> <li>● Evidence</li> </ul>	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively</p> <p>Assess the credibility and accuracy of each source</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>WHST.6-8.7</p> <p>WHST.6-8.8</p> <p>WHST.6-8.9</p>

<b>Range of Writing</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.6-8.10

## Grade 7: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Text-based understanding</li>     <li>● Theme</li>     <li>● Character, setting, major events</li> </ul>	<p>Cite several pieces of text accurately to explain what the text says explicitly.</p> <p>Cite several pieces of text accurately to support inferences drawn from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text. Analyze the development of the theme over the course of the text. Summarize the text free from personal opinions.</p> <p>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RL.7.1</p>   <p>RL.7.2</p>   <p>RL.7.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Words and phrases</li>            <li>● Literary structure</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</p> <p>Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>   <p>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>RL.7.4</p>          <p>RL.7.5</p>

<ul style="list-style-type: none"> <li>• Viewpoint</li> </ul>	<p>Analyze how an author develops and contrasts the viewpoints of different characters or narrators in a text.</p>	<p>RL.7.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multimedia representations and text</li> </ul> <ul style="list-style-type: none"> <li>• Comparisons</li> </ul>	<p>Compare and contrast written literature to its multimedia version.</p> <p>Analyze the effects of techniques unique to each medium (lighting, staging, music, etc).</p> <p>Compare and contrast historical accounts to fictional portrayals of a time, place, or character.</p> <p>Understand how authors of fiction stay true to, or, alter history.</p>	<p>RL.7.7</p> <p>RL.7.8 (not applicable to literature)</p> <p>RL.7.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend literature (e.g. stories, dramas, poetry) at the high end of the 6-8 grade level with scaffolding as needed.</p>	<p>RL.7.10</p>



<ul style="list-style-type: none"> <li>• Argument Evaluations</li> <li>• Comparisons</li> </ul>	<p>a speech affects the impact of the words).</p> <p>Trace and evaluate the argument and specific claims in a text. Assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>RI.7.8</p> <p>RI.7.9</p>
<p><b>Range of Reading and Level of Text Complexity:</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul>	<p>Read and comprehend literary nonfiction at the high end of the 6-8 grade level with scaffolding as needed.</p>	<p>RI.7.10</p>
<p><b>Writing:</b></p>		
<p><b>Texts Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Argumentative</li> </ul>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Create cohesion and clarify the relationships among claim(s), reasons, and evidence using words, phrases, and clauses.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a conclusion that supports the information presented.</li> </ul>	<p>W.7.1</p> <p>W.7.1.A</p> <p>W.7.1.B</p> <p>W.7.1.C</p> <p>W.7.1.D</p> <p>W.7.1.E</p>

<ul style="list-style-type: none"> <li>• Informative</li> </ul>	<p>Write informative texts to: examine a topic and convey ideas, concepts, and information.  Select, organize, and analyze relevant content.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow.</li> <li>• Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Create cohesion and clarify the relationships among ideas and concepts using appropriate transitions.</li> <li>• Explain the topic using precise language and domain-specific vocabulary.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a conclusion that supports the information presented.</li> </ul>	<p>W.7.2</p> <p>W.7.2.A</p> <p>W.7.2.B</p> <p>W.7.2.C</p> <p>W.7.2.D</p> <p>W.7.2.E</p> <p>W.7.2.F</p>
<ul style="list-style-type: none"> <li>• Narrative</li> </ul>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader.</li> <li>• Establish a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence that unfolds naturally and logically.</li> </ul>	<p>W.7.3</p> <p>W.7.3.A</p>

	<ul style="list-style-type: none"> <li>● Develop experiences, events, and/or characters using narrative techniques, such as dialogue, pacing, and description.</li> <li>● Convey sequence and signal shifts from one time frame or setting to another using a variety of transition words, phrases, and clauses.</li> <li>● Capture the action and convey experiences and events using precise words and phrases, relevant descriptive details, and sensory language.</li> <li>● Provide a conclusion that reflects on the narrated experiences or events.</li> </ul>	<p>W.7.3.B</p> <p>W.7.3.C</p> <p>W.7.3.D</p> <p>W.7.3.E</p>
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>● Development</li> <li>● Revision</li> <li>● Publication</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with some guidance and support from peers and adults, focusing on how well purpose and audience have been addressed.</p> <p>Use technology to:</p> <ul style="list-style-type: none"> <li>● Produce and publish writing</li> <li>● Link to and cite sources</li> <li>● Interact and collaborate with others</li> </ul>	<p>W.7.4</p> <p>W.7.5</p> <p>W.7.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>● Research</li> </ul>	<p>Conduct short research projects that</p> <ul style="list-style-type: none"> <li>● Answers a question.</li> </ul>	<p>W.7.7</p>

<ul style="list-style-type: none"> <li>Multiple Sources</li> <li>Evidence</li> </ul>	<ul style="list-style-type: none"> <li>Draws on several sources.</li> <li>Generates additional related, focused questions for further research and investigation.</li> </ul> <p>Gather relevant information from multiple print and digital sources.</p> <p>Use search terms effectively.</p> <p>Assess the credibility and accuracy of sources.</p> <p>Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</li> <li>Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</li> </ul>	<p>W.7.8</p> <p>W.7.9</p> <p>W.7.9.A</p> <p>W.7.9.B</p>
<p><b>Range of Writing</b></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.7.10</p>
<p><b>Speaking and Listening:</b></p>		
<p><b>Comprehension and Collaboration</b></p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in</p>	





<ul style="list-style-type: none"> <li>• Meanings of Words and Phrases</li> </ul>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>	<p>L.7.4</p> <p>L.7.4.A</p> <p>L.7.4.B</p> <p>L.7.4.C</p> <p>L.7.4.D</p>
<ul style="list-style-type: none"> <li>• Relationships and Nuances</li> </ul>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul> <p>Acquire and use accurately grade-appropriate general academic and</p>	<p>L.7.5</p> <p>L.7.5.A</p> <p>L.7.5.B</p> <p>L.7.5.C</p> <p>L.7.6</p>

<ul style="list-style-type: none"> <li>• Academic Language</li> </ul>	<p>domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>Reading in History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Central Ideas</li> <li>• Sequences</li> </ul>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the central ideas or information of a primary or secondary source.</p> <p>Provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>RH.6-8.1</p> <p>RH.6-8.2</p> <p>RH.6-8.2</p> <p>RH.6-8.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Text Structure</li> <li>• Purpose and Viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>Identify aspects of a text that reveal an author's viewpoint or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>RH.6-8.4</p> <p>RH.6-8.5</p> <p>RH.6-8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multimedia</li> </ul>	<p>Integrate multimedia information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>RH.6-8.7</p>

<ul style="list-style-type: none"> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>RH.6-8.8</p> <p>RH.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RH.6-8.10</p>
<p><b>Reading in Science and Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Central Ideas</li> <li>● Sequences</li> </ul>	<p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p>Determine the conclusions of a text.</p> <p>Provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>RST.6-8.1</p> <p>RST.6-8.2</p> <p>RST.6-8.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● Vocabulary</li> </ul>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p>	<p>RST.6-8.4</p>

<ul style="list-style-type: none"> <li>● Text Structure</li>   <li>● Purpose and Viewpoint</li> </ul>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>Analyze the author’s purpose in providing an explanation, describing procedure, or discussing an experiment in a text.</p>	<p>RST.6-8.5</p> <p>RST.6-8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Distinguish among facts, reasoned judgment, based on research findings, and speculation in a text.</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>RST.6-8.7</p> <p>RST.6-8.8</p> <p>RST.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RST.6-8.10</p>

## Grade 8: FVL Schools ELA Curriculum Guide

Content	Skills	Standards Alignment
<p><b>Reading: Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Text-based understanding</li>   <li>• Theme</li>   <li>• Character, setting, major events</li> </ul>	<p>Cite text that most strongly supports what the text says explicitly. Cite text that most strongly supports inferences drawn from the text.</p> <p>Determine a theme of a story, drama, or poem from details in the text. Analyze the development of the theme over the course of the text. Analyze the relationship of the theme to the characters setting and plot. Summarize the text free from personal opinions.</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>RL.8.1</p> <p>RL.8.2</p> <p>RL.8.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li>   <li>• Literary structure</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Compare and contrast the structure of two or more texts. Analyze how the differing structure of each text contributes to its meaning and style.</p>	<p>RL.8.4</p> <p>RL.8.5</p>



<ul style="list-style-type: none"> <li>• Connections</li> </ul>	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p>RI.8.3</p>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Words and phrases</li> <li>• Structure</li> <li>• Author's viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Determine an author's viewpoint or purpose in a text. Analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>RI.8.4</p> <p>RI.8.5</p> <p>RI.8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multimedia representations and text</li> <li>• Argument Evaluations</li> <li>• Comparisons</li> </ul>	<p>Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Outline and evaluate the argument and specific claims in a text. Assess whether the reasoning is sound and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced.</p> <p>Analyze a case in which two or more texts provide conflicting information on the same topic. Identify where two or more texts disagree on matters of fact or interpretation.</p>	<p>RI.8.7</p> <p>RI.8.8</p> <p>RI.8.9</p>



<ul style="list-style-type: none"> <li>Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Create cohesion and clarify the relationships among ideas and concepts using appropriate and varied transitions.</li> <li>Inform about or explain the topic using precise language and domain-specific vocabulary.</li> <li>Establish and maintain a formal style.</li> <li>Provide a conclusion that supports the information presented.</li> </ul> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>Engage and orient the reader.</li> <li>Establish a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence that unfolds naturally and logically.</li> <li>Develop experiences, events, and/or characters using narrative techniques, such as dialogue, pacing, description, and reflection.</li> <li>Convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events using a variety of transition words, phrases, and clauses.</li> <li>Capture the action and convey experiences and events using precise words and phrases, relevant descriptive details, and</li> </ul>	<p>W.8.2.B</p> <p>W.8.2.C</p> <p>W.8.2.D</p> <p>W.8.2.E</p> <p>W.8.2.F</p> <p>W.8.3</p> <p>W.8.3.A</p> <p>W.8.3.B</p> <p>W.8.3.C</p> <p>W.8.3.D</p>
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	<p>sensory language.</p> <ul style="list-style-type: none"> <li>• Provide a conclusion that reflects on the narrated experiences or events.</li> </ul>	W.8.3.E
<p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• Development</li> <li>• Revision</li> <li>• Publication</li> </ul>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with some guidance and support from peers and adult, focusing on how well purpose and audience have been addressed.</p> <p>Use technology to:</p> <ul style="list-style-type: none"> <li>• Produce and publish writing</li> <li>• Present the relationships between information and ideas efficiently</li> <li>• Interact and collaborate with others</li> </ul>	<p>W.8.4</p> <p>W.8.5</p> <p>W.8.6</p>
<p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Multiple Sources</li> </ul>	<p>Conduct short research projects that:</p> <ul style="list-style-type: none"> <li>• Answers a question (including a self-generated question).</li> <li>• Draws on several sources.</li> <li>• Generates additional related, focused questions that allow for multiple avenues of exploration.</li> </ul> <p>Gather relevant information from multiple print and digital sources</p> <p>Use search terms effectively</p> <p>Assess the credibility and accuracy of sources</p> <p>Quote or paraphrase the data and conclusions of others while avoiding</p>	<p>W.8.7</p> <p>W.8.8</p>

<ul style="list-style-type: none"> <li>Evidence</li> </ul>	<p>plagiarism and following a standard format for citation.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is modernized").</li> <li>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").</li> </ul>	<p>W.8.9</p> <p>W.8.9A</p> <p>W.8.9B</p>
<p><b>Range of Writing</b></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W.8.10</p>
<p><b>Speaking and Listening:</b></p>		
<p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>Collaborative discussion</li> </ul>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>Come prepared to discuss, probe and reflect on evidence of the topic, text, or issue.</li> <li>Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>Pose questions that connect the ideas of several speakers and</li> </ul>	<p>SL.8.1</p> <p>SL.8.1.A</p> <p>SL.8.1.B</p>

<ul style="list-style-type: none"> <li>Analysis and Evaluation</li> <li>Delineation, evaluation and identification</li> </ul>	<p>respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <ul style="list-style-type: none"> <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>SL.8.1.C</p> <p>SL.8.1.D</p> <p>SL.8.2</p> <p>SL.8.3</p>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>Oral Presentation</li> <li>Multimedia Presentation</li> <li>Oral Expression</li> </ul>	<p>Present claims and findings, emphasizing main points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.</p> <p>Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)</p>	<p>SL.8.4</p> <p>SL.8.5</p> <p>SL.8.6</p>
<p><b>LANGUAGE:</b></p>		
<p>Conventions of Standard English</p>	<p>Demonstrate command of the conventions of standard English grammar</p>	





	considering a word or phrase important to comprehension or expression.	
<b>Reading in History/Social Studies</b> <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Central Ideas</li> <li>● Sequences</li> </ul>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the central ideas or information of a primary or secondary source.</p> <p>Provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>RH.6-8.1</p> <p>RH.6-8.2</p> <p>RH.6-8.2</p> <p>RH.6-8.3</p>
<b>Craft and Structure</b> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Structure</li> <li>● Purpose and Viewpoint</li> </ul>	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>Identify aspects of a text that reveal an author's viewpoint or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>RH.6-8.4</p> <p>RH.6-8.5</p> <p>RH.6-8.6</p>
<b>Integration of Knowledge and Ideas</b>		

<ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Integrate multimedia information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>RH.6-8.7</p> <p>RH.6-8.8</p> <p>RH.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RH.6-8.10</p>
<p><b>Reading in Science and Technical Subjects</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● Evidence</li> <li>● Central Ideas</li> <li>● Sequences</li> </ul>	<p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p>Determine the conclusions of a text. Provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>RST.6-8.1</p> <p>RST.6-8.2</p> <p>RST.6-8.3</p>
<p><b>Craft and Structure</b></p>		

<ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Text Structure</li> <li>● Purpose and Viewpoint</li> </ul>	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>Analyze the author’s purpose in providing an explanation, describing procedure, or discussing an experiment in a text.</p>	<p>RST.6-8.4</p> <p>RST.6-8.5</p> <p>RST.6-8.6</p>
<p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Reliability</li> <li>● Sources</li> </ul>	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Distinguish among facts, reasoned judgment, based on research findings, and speculation in a text.</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>RST.6-8.7</p> <p>RST.6-8.8</p> <p>RST.6-8.9</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>● Comprehension</li> </ul>	<p>By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p>	<p>RST.6-8.10</p>