

Princeton Charter School

4 *English Language and Literature*

4.1 English Program Overview

English language skills are an essential part of a child's early education. Students must learn to read so that they can read to learn. They must have a fluent written and oral command of English. They must read a variety of literature and texts that form the knowledge base of a literate citizen. The Princeton Charter School English curriculum is a carefully sequenced, comprehensive program for teaching children to read, write, and speak. The main elements of the curriculum are reading and analyzing literature to entertain, to inform, and to serve as a model for writing and writing for communication and for creative expression, with an emphasis on organization, syntax, and spelling.

These elements are outlined below.

Reading: The English program uses a core list of imaginative, challenging literature selected to expand students' vocabulary and knowledge of the world. The students read poetry, folk tales, fables, legends, plays, classic and modern novels, speeches, essays and other works of nonfiction. At every level the reading list is from multiple cultures, moving from children's literature to mature literature by the eighth grade. Literature is studied not only for content but also for style, and appropriate literary prose is presented as a model for the student's own writing.

Students in Kindergarten through second grade experience NJ Student Learning Standards at an earlier age than required through use of research based methods of instruction. Since good reading skills are the gateway to education, PCS uses a blend of effective methods for teaching reading: a solid foundation of systematic phonics instruction, supplemented by a whole language approach using the Teachers College Reading and Writing Project of Columbia University, and Units of Study, Guided Reading integrated with reading and writing. By learning the phonetic keys to language, children become fluent readers, able to focus on meaning as word recognition becomes automatic.

Individualized instruction guides students to their highest achievement level in fluency, comprehension, and published writing. Teachers set high expectations that challenge students to develop beyond what is typical for age and grade level.

By third or fourth grade the children read individually then the class discusses themes, plots, and character motivations; they make inferences, generalizations, and distinguish fact from fiction. Students read and summarize biographies. As they advance in school, the students read, discuss, interpret, analyze, and compare literature of all forms, including plays, fiction, poetry, and nonfiction. By the end of eighth grade students are careful readers, able to analyze the structure and style of a work of fiction, and to understand and summarize a written argument.

Writing: The acquisition of writing skills progresses in conjunction with reading. Students in Kindergarten and first grade write simple sentences. In second and third grade, they write stories, poems, letters, and book reports, and begin to learn the formal writing process of outlining, drafting, revising, and editing. Beginning in fourth grade, students refine composition skills. Emphasis is on expository and expressive writing that is well organized with introductions, conclusions, and a coherent flow of ideas. Students write every day, and assignments are selected to encourage writings of all types, imaginative and expressive as well as expository and analytical. Grammatical instruction begins in first grade. As their knowledge of sentence and paragraph structure, grammar, spelling, and vocabulary progresses, students are expected to apply these skills to their writings in all subject

areas. By the end of eighth grade, students' writing should exhibit coherent and precise thinking, appropriate and varied vocabulary, correct syntax, and an effective, personal voice.

Speaking Skills: The development of public speaking skills is an integral part of the school's program. Informal practice during class discussions is enhanced by students reading out loud, sharing oral reports and giving formal presentations as their skills mature. Memorizing and reciting poems and pieces of literature enhances students' grasp of the sounds and rhythms of speech.

Milestones: Princeton Charter's program specifies milestones for reading, composition, and speaking to allow students to demonstrate their proficiency and celebrate their achievements.

4.2 New Jersey Student Learning Standards

The Princeton Charter School English Language Arts curriculum complies with the New Jersey Student Learning Standards. These standards change from time to time and the Charter School follows and adjusts its curriculum to meet these standards through a careful curriculum committee process conducted biannually. These standards are available on the [State DOE website](#).

4.3 Student Outcomes in English Language and Literature

Several general principles apply to all grade levels of the English curriculum:

1. Language arts skills are divided into the categories below for ease of organization. Skills improve over the years. The given outcomes refer to an elementary mastery and assume further development in subsequent grades.
2. PCS teaches reading through a blend of effective methods for teaching reading: a solid foundation of systematic phonics instruction, supplemented by a whole language approach using the Lucy Calkins Readers Workshop and Units of Study, Guided Reading integrated with reading and writing.
3. All grade levels will read in a range of genres. Reading critically, students will explore cause and effect and attempt to identify the structure of various types of writing as they progressively incorporate more terms of literary analysis.
4. Precision and correct syntax and punctuation will be the goal for speaking and for expository writing in all subject areas. However, students will be made aware of the uses of dialects in their readings, and may use dialect and sentence fragments in their stories, plays, and poems.
5. To become fluent writers, students should write every day. Complete sentences should be the expected written response to any question. By fourth grade, students should be writing at least a page (wide-ruled paper, every other line) in school or at home every day. Students should receive constructive, punctual feedback on their writings. From time to time, the teacher should heavily analyze a writing sample.
6. Grammar will be introduced by means of sentence analysis; it should not be necessary to rely on filling in blanks, true-false, multiple choice, or false syntax, which can break up grammar into pieces too small to be meaningful. Literary analysis, too, will be done through short answers and essays, both requiring full sentences.
7. Through intentional literature selections, students will be exposed to a variety of cultures and expand their knowledge of the world we live in.

English Outcomes: Kindergarten

The following list encapsulates what each student will be able to do at the end of the specified grade level.

Reading/Literature

- recognize capital and small letters of the alphabet
- make the sounds associated with single letters and letter clusters (phonetics)
- recognize sight words
- read sentences by combining phonetic and sight approaches

Writing and Handwriting/Composition

- practice elements (strokes) common to many letters starting at the correct point
- form (print) small and capital letters properly
- form numerals 0 through 9
- write first and last name
- write a personal narrative with words and pictures
- write a nonfiction text with words and pictures about a self-selected topic
- write a persuasive text that uses words and pictures to convey an opinion about a topic or book
- answer questions in writing

Spelling/Vocabulary

- spell own name properly
- spell common consonant-vowel-consonant words
- spell common high frequency words

Listening/Speech

- listen to and discuss fairy tales, fables, poems, short stories, nursery rhymes
 - make up own stories for teacher transcription
 - make brief oral presentations with props (show and tell)
 - create oral dialogues (with puppets or other props)
 - memorize and recite selected poems, including nursery rhymes
 - participate in collaborative conversations by listening to others and taking turns speaking about the topics and texts under discussion
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English Outcomes: Grade One Reading/Literature

The goals of the grade-one English language and literature program are to guide each child to:

- learn the phonetic connection between words and sounds
- develop a purpose for reading (e.g. pleasure or information gathering)
- write simple sentences with correct capitalization and punctuation
- develop good listening and speaking skills

Writing/Handwriting/Compositions

- correct formation of numerals and lowercase and uppercase printed letters

- letter and word spacing
- guided instruction by the use of the Handwriting Without Tears curriculum and the text My Printing Book, by Jan Olsen.

Grammar/Syntax/Mechanics

- recognize four types of sentences (statement, question, exclamation, command)
- identify subjects (when subject is noun, common and proper, or pronoun) and verbs
- form simple plurals (-s)
- capitalize first word of sentence
- end sentence with appropriate punctuation
- capitalize names, the pronoun 'I', and geographic names

Spelling/Vocabulary

Through the use of Orton-Gillingham, a systematic, multi-kinesthetic approach to phonics instruction, students build knowledge of common sounds (phonemes) of the English language and the letters or combinations of letters that represent those sounds. Students will study and apply their knowledge of blends, digraphs, and vowel sounds.

Listening/Speech

- listening of stories and folk tales
- discussions about stories and folk tales
- discussion about other literature read in class
- brief oral reports on what is read
- Reader's theater and reading poetry aloud to develop expressive oral language

Research Skills (Library, Computer)

- begin to learn keyboarding
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English Outcomes: Grade Two Reading/Literature

The goals of the grade-two English language and literature program are to guide each child to:

- read silently and independently 20 minutes at a time
- read aloud with expression, paying attention to punctuation
- identify main idea of a short paragraph
- begin to generalize
- begin to infer
- follow main and subplots and discuss main and secondary characters

Writing/Handwriting/Compositions

- use both simple and compound sentences
- write a focused personal narrative by stretching a focused topic including appropriate details
- provide readers information about a subject by including ideas, observations, and questions
- write an opinion text that persuades the reader to understand his/her reasoning

Grammar/Syntax/Mechanics

- identify all parts of a simple sentence
- express the essential elements of sentence construction

- identify compound sentences and use appropriate conjunctions
- change verbs from present to simple past
- identify adjectives and adverbs
- explain what synonyms are and provide synonyms for common words
- explain what antonyms are and provide antonyms for common words
- distinguish contractions and possessives
- open out contractions
- begin to find antecedents of pronouns

Spelling/Vocabulary

- spell untaught words using knowledge of phonemic awareness and spelling conventions
- recognize and reproduce basic spelling patterns (i.e. phonetic sets)
- recognize common prefixes and suffixes
- break down words by syllables

Listening/Speech

- make detailed, formal oral reports on nonfiction texts
- ask and answer questions about what a speaker says in order to clarify comprehension, or gather additional information
- discuss meaning and other elements of literature including, fiction, nonfiction, poetry, and folk tales

Technology/Research Skills

- select appropriate nonfiction support texts
 - demonstrate the ability to navigate in virtual environments that are developmentally appropriate
 - develop digital citizenship
 - continue to improve keyboarding skills/speed
 - learn to keyword search and search by theme/interest
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English Outcomes: Grade Three Reading/Literature

- read 30 minutes at a time
- comment on connection between character and plot
- respond thoroughly and thoughtfully to questions about a text including text evidence
- follow a character's growth and change across a story and use this as a basis for understanding theme
- identify story elements
- identify exposition, rising action, climax, falling action, and resolution on a story mountain
- summarize the information in a short paragraph

Writing and Penmanship/Composition

- use cursive
- write using varied sentence structure
- write a personal letter with paragraphing
- write a two page story, description, or report in one hour

- write assignments of two pages (double spaced) and edit to apply grammar, spelling, and enriched vocabulary to final draft

Grammar/Syntax/Mechanics

- begin to understand the concept of subject and predicate
- write both compound subject and compound verb sentences
- know comparative and superlative of common adjectives
- identify prepositions, their objects, and whole prepositional phrases
- recognize verb tenses
- identify prefixes and suffixes and how these change the meaning of the root word
- distinguish between proper and common nouns
- identify and give synonyms, antonyms, and homonyms

Spelling/Vocabulary

- spell at least 300 words
- spell commonly confused words (continues through eighth grade)

Keyboarding: Using *Keyboarding Without Tears*

- begin *Keyboarding Without Tears* online program

Cursive: *Handwriting Without Tears*/Cursive

- master magic c letters and subsequent letters through y
- create appropriate spacing between words

Listening/Speech

- discuss literature read as class work
- give brief oral book reports with notes

Research Skills (Library, Computer)

- use dictionary

English Outcomes: Grade Four Reading/Literature

- read for 45 minutes at a time
- retell, summarize, and envision a passage, chapter, or text orally and in writing
- respond thoroughly and thoughtfully to questions about a text including text evidence and further elaboration/explanation/analysis.
- write a paragraph demonstrating an understanding of complexity in characters that includes evidence from across a text
- write a paragraph demonstrating understanding of theme that includes text evidence from throughout a book
- learn to identify fiction signposts to deepen understanding of a text.

Writing and Composition

- use a graphic organizer in preparation for a five paragraph essay
- write personal opinion and literary essays focusing on characterization that include an

introductory paragraph, three body paragraphs with elaboration, and a concluding paragraph

- using a historical fiction novel, write a letter from another character's point of view
- take notes on and then write a paragraph summary of a nonfiction article or video using text structure for a main idea statement and including relevant supporting details
- write a realistic fiction story that follows a story arc and includes character development and change

Grammar/Syntax/Mechanics

- use common and proper nouns with appropriate capitalization.
- use common and proper adjectives with appropriate capitalization.
- understand verbs and helping verbs
- use homonyms (10) appropriately
- address envelopes accurately
- use commas in a series and with compound/complex sentences

Spelling: Using *Megawords 2*

- use syllabification, phonetic patterns, and letter clusters as spelling and pronunciation tools
- understand the concepts of root words and base words
- understand the meaning of prefixes(18) and suffixes(19) and their meanings
- follow appropriate spelling rules for adding suffixes
- follow appropriate spelling rules for creating contractions
- memorize appropriate spelling of 20-30 commonly misspelled words at the fourth grade level

Keyboarding: Using *Keyboarding Without Tears*

- complete *Keyboarding Without Tears* online program
- type at least 25 words per minute with 90 percent accuracy

Cursive: *Handwriting Without Tears/Cursive*

- master all 26 upper and lower case cursive letters
- create appropriate spacing between words
- use cursive to complete reading assignments

Listening/Speech

- recite a poem from memory from a published poet as part of a poetry unit
- present a book talk each trimester using a provided outline that includes reading aloud a passage from the book with expression and fluency

English Outcomes: Grade Five Reading/Literature

- read on a daily basis
- read for one hour at a time
- summarize a passage, chapter, or text orally and in writing
- respond thoroughly and thoughtfully to questions about literature supported by both direct and indirect text evidence and further elaboration/explanation/analysis
- utilize fiction "signposts" to deepen understanding of a text
- analyze a character demonstrating understanding of complexity in a character, incorporating evidence from across a text

- analyze the theme of a text that includes multiple, varied pieces of text evidence from across the text
- compare and contrast a novel and a picture book which share a common theme; present those findings in a short slideshow
- recognize common elements across the fantasy fiction genre in both a whole class and guided reading novel
- present a novel of choice in a short speech, accompanied by a visual
- use TPCaST to analyze a poem

Writing and Composition

- Use a graphic organizer to outline a multi-paragraph essay
- Write literary essays focusing on characterization or theme, that include an introduction, one or more body paragraphs which include evidence and elaboration, and a conclusion
- Using a realistic fiction novel, rewrite a scene from an alternate point of view
- Write a personal narrative that follows a story arc and includes character development, vivid language, and deliberate stylistic moves
- Independently take notes on and then summarize a nonfiction article or video using text structure, including relevant details
- Write an analysis comparing and contrasting the content, structure, and stylistic choices in two nonfiction texts

Grammar/Syntax/Mechanics

- Learn and correctly utilize rules for capitalization, conjunctions, commas, and verb tenses

Vocabulary

- Recognize, learn, and correctly incorporate novel based vocabulary

Listening/Speech

- Recite a poem from memory from a published poet as part of a poetry unit
- Present a book talk, accompanied by a visual, each trimester that includes reading aloud a passage from the book with expression and fluency

Research Skills (Library, Computer)

- After conducting supervised research, include either multiple pieces of data and/or quotes from a subject matter expert in support of a persuasive argument thesis

English Outcomes: Grade Six Reading/Literature

- recognize difference between editorial and news story
- use short stories to identify structural elements in fiction

Writing and Composition

- write editorial and news story or letter to an elected official
- write a short fiction narrative

- write a personal non-fiction narrative

Grammar/Syntax/Mechanics

- identify parallel structures
- spot and use parenthetical expressions
- review irregular verbs

Listening/Speech

- listen to 20-minute lecture and take notes
- participate in a debate

Research Skills

- recognize bias in non-fiction texts (editorials vs. news stories)
 - learn to write internal citations in a claim, evidence, reasoning order
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English Outcomes: Grade Seven Reading/Literature

- read fiction, non fiction, poetry, and drama with improved comprehension while developing non literal understandings
- identify structural elements in nonfiction and poetry
- distinguish the features of expository, descriptive, and persuasive writing
- improve fluency in reading complex sentence constructions
- make and support inferences about a variety of texts
- appreciate the importance of the historical and social background of texts

Writing and Composition

- use correct paragraphing, punctuation, and transitions
- present and support a thesis statement in persuasive writing
- use quotations correctly
- write narratives, persuasive essays, and book reviews
- write short descriptive pieces
- improve writing economy and fluency
- identify and employ the features of a paragraph

Grammar/Syntax/Mechanics

- correctly use commas, semicolons, and colons
- use correct pronoun cases
- recognize and use appositives, participial phrases, subordinate clauses, verbals, and gerunds.

Listening/Speech

- make a 10- to 15-minute oral presentation using notes and field questions from the teacher and classmates
 - listen to 25-minute lecture and take notes
 - speak audibly and cogently in class
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English Outcomes: Grade Eight Reading/Literature

Learn to read literature while taking thoughtful notes, making connections, and learning to both write and speak thoughtfully about what has been read (in a way that demonstrates understanding, analysis, and application).

Writing and Composition

- learn to take and keep organized notes
- master how to write a thesis driven 5 paragraph essay using correct MLA format and citations
- write a book review
- write a speech
- create a group as well as individual presentations

Grammar/Syntax/Mechanics

- using grammar to enhance their writing
- chapters 1-15 of grammar textbook

Listening/Speech

- master the Harkness Method
- deliver a group presentation as well as an individual presentation

Research Skills (Library, Computer)

- use research skills independently as needed for research assignments
- learn to select strong and appropriate source

4.4 English Language and Literature: Kindergarten

The goals of the kindergarten English language and literature program are to guide each child:

- to learn the phonetic connection between words and sounds;
- to recognize all the letters of the alphabet and their sounds;
- to form upper-case and lower-case letters correctly;
- to develop good listening and speaking skills.

Literature

Reading Big Books engages children in hearing and reading literature from all genres. It introduces them to both print and book conventions and to the behaviors and strategies that good readers use to get meaning from what they read. Leveled books give emergent readers practice with the sounds and words they learn. Literature selections encourage students to practice reading aloud with teacher support.

Writing Program

Kindergarten uses the Units of Study in Opinion, Information, and Narrative Writing (Grade K). This writing program guides writing instruction and assessment for young learners. In kindergarten the primary focus is to construct a story with a beginning, middle, and end. In the writing workshop model, students generate their own writing topics and go through cycles of drafting and revision leading up to publication. Students will bring at least four pieces to publication including personal narrative, persuasive, and informational. Students study professional writing craft in mentor texts and apply strategies to their own writing.

Handwriting

Students begin to work on correct formation of numerals and lowercase and uppercase printed letters. Instruction is guided by the use of the Handwriting Without Tears curriculum and the text *Letters and Numbers for Me*, by Jan Olsen.

Professional Support Texts

- *Launching a Writing Workshop*, Lucy Calkins and Amanda Hartman, First Hand.
- *Writing for Readers*, Lucy Calkins and Natalie Louis, First Hand.
- *How-To Books: Writing to Teach Others*, Lucy Calkins, Laura Pressah, and Elizabeth Moore, First Hand.
- *Persuasive Writing of All Kinds: Using Words to Make a Change*, Lucy Calkins and Elizabeth Dunford, First Hand.
- *If...Then...Curriculum*, Lucy Calkins, First Hand.
- *A Guide to the Common Core Writing Workshop: Primary Grades*, Lucy Calkins, First Hand.
- *Writing Pathways: Performance Assessments and Learning Progressions*, Lucy Calkins, First Hand.

Workbooks

- *Letters and Numbers for Me*, Jan Olsen, Handwriting Without Tears.
- *Spelling Connection: Grade 1*, J. Richard Gentry, Zaner-Bloser, Inc.

4.5 English Language and Literature: Grade One

The goals of the grade-one English language and literature program are to guide each child to:

- learn the phonetic connection between words and sounds
- develop a purpose for reading (e.g. pleasure or information gathering)
- write simple sentences with correct capitalization and punctuation
- develop good listening and speaking skills

Course Content

Phonics and Spelling

Through the use of Orton-Gillingham, a systematic, multi-kinesthetic approach to phonics instruction, students build knowledge of common sounds (phonemes) of the English language and the letters or combinations of letters that represent those sounds. Students will study and apply their knowledge of blends, digraphs, and vowel sounds.

Reading

Using the guided reading approach, instructional goals are set to support the individual student's needs. For reading instruction, students are placed into four or five student reading groups; groupings are flexible based on student progress and needs. The guided reading approach in first grade promotes reading independence and fluency by teaching students to decode, monitor, and cross-check pictures and words. In small groups, students learn to predict outcomes, retell a story's sequence, summarize information, and identify the main idea using fiction and nonfiction books.

Literature

Teacher selected mentor texts are used to model fluency, decoding skills, and comprehension.

strategies. Leveled books give transitional readers independent practice with these concepts. Students are also taught how to self-select texts based upon their individual reading level and interest.

Writing Program

First grade uses the Units of Study in Opinion, Information, and Narrative Writing (Grade 1), First Hand. In the writing workshop model, students generate their own writing topics and go through cycles of drafting and revision leading up to publication. The first grade writing program focuses on writing a story that includes several details in the beginning, middle, and end. First grade writers envision a specific topic and provide supporting details to state his/her opinion. In a nonfiction text, the writer will include facts to support a specific topic. A writer at this level comes to a writing workshop with ideas, has territories, and develops a wide repertoire of strategies. Students will bring at least four pieces to publication including personal narrative, persuasive, and informational. Students study professional writing craft in mentor texts and apply strategies to their own writing.

Grammar, Syntax, and Language Mechanics

Students learn to recognize the four types of sentences (statement, question, exclamation, command), and to identify subjects and verbs. They learn to capitalize the first word of a sentence and to end a sentence with appropriate ending punctuation. They also learn to capitalize the pronoun “I,” and proper nouns.

Handwriting

Students work on correct formation of numerals and lower- case and uppercase printed letters. They also work on letter and word spacing.

Listening and Speaking Skills

Students listen to stories and folk tales and participate in discussions about the stories. They also discuss other literature they read. Students give brief oral reports. Reader’s theater and reading poetry aloud give the children opportunities to develop expressive oral language.

Research Skills

Students begin to learn keyboarding. They will create a document with text and gather information from various sources to answer a question. Students will learn to choose text related to a research topic. They will choose appropriate text for independent reading. Students will explore a variety of digital tools including a computer and tablet.

Books

- *Small Moments: Writing with Focus, Detail, and Dialogue*, Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman, First Hand.
- *Nonfiction Chapter Books*, Lucy Calkins, Kristine Mraz, and Barbara Golub, First Hand.
- *Writing Reviews*, Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey, First Hand.
- *From Scenes to Series: Writing Fiction*, Mary Ehrenworth and Christine Holley, First Hand.
- *If...Then...Curriculum*, Lucy Calkins, First Hand.
- *A Guide to the Common Core Writing Workshop: Primary Grades*, Lucy Calkins, First Hand.
- *Writing Pathways: Performance Assessments and Learning Progressions*, Lucy Calkins, First Hand.

Workbooks

- *My Printing Book*, Jan Olsen, Handwriting Without Tears.

- *Write One SkillsBook*, David Kemper, Carol Elsholz, and Patrick Sebranek, Great Source.
- *Spelling Connections 2*, J. Richard Gentry, Zaner-Bloser

4.6 English Language and Literature: Grade Two

Course Content

Reading

Students begin to read silently for longer periods of time, and read aloud with attention to punctuation and inflection. Using the guided reading approach, instructional goals are set to support the individual student's needs. For reading instruction students are placed into four or five student reading groups. Groupings are flexible, based on student progress and needs. The guided reading approach in second grade promotes reading independence and emphasizes the development of interpretive skills: making generalizations, drawing inferences, and determining character motivations and plot sequences.

Literature

Teacher selected mentor texts are used to model paced, fluent reading, decoding skills, and comprehension strategies. The teacher initiates discussion before the reading to activate prior knowledge and/or build background and prompts students to make meaningful predictions. Leveled books give transitional readers independent practice with these concepts. Students are also taught how to self-select texts based upon their individual reading level and interest.

Expressive and Expository Writing

Second grade uses the Units of Study in Opinion, Information, and Narrative Writing (Grade 2), First Hand. In the writing workshop model, students generate their own writing topics and go through cycles of drafting and revision leading up to publication. In second grade, students focus on elaborating by adding details to help the reader visualize the sequence of events in a story. In informational writing, students are channeled toward writing to teach others about their discoveries. Students incorporate information and technical vocabulary in order to strengthen their conclusions. Students will bring at least four pieces to publication including personal narrative, persuasive, and informational. Students study professional writing craft in mentor texts and apply identified strategies to their own writing.

Phonics, Spelling, and Handwriting

Spelling work emphasizes phonetic patterns, letter clusters, and common prefixes and suffixes. Students break down words by syllables. Students practice penmanship to develop legible printing. Instruction is guided by the use of the Handwriting Without Tears curriculum and the text *Printing Power*, by Jan Olsen.

Listening and Speaking Skills

Students listen to stories and folktales and participate in discussions about the stories. They also discuss other literature. Students give detailed oral reports discussing information gathered from nonfiction texts. Students develop expressive oral language by asking and answering questions about what a speaker says in order to clarify comprehension, or to gather additional information.

Research and Study Skills

- select appropriate nonfiction support texts
- demonstrate the ability to navigate in virtual environments that are developmentally appropriate

- Develop digital citizenship
- continue to improve keyboarding skills/speed

Writing Program

Second grade uses the Units of Study in Opinion, Information, and Narrative Writing (Grade 2), First Hand. In the writing workshop model, students generate their own writing topics and go through cycles of drafting and revision leading up to publication. In second grade, students focus on elaborating by adding details to help the reader visualize the sequence of events in a story. In informational writing, students are channeled toward writing to teach others about their discoveries. Students incorporate information and technical vocabulary in order to strengthen their conclusions. Students will bring at least four pieces to publication including personal narrative, persuasive, and informational. Students study professional writing craft in mentor texts and apply identified strategies to their own writing.

Homework

Students have daily assignments amounting to 15-20 minutes per night in reading, writing, or spelling as follow-up or preparation for each class period.

Quizzes and Projects

Reading and writing evaluations. Occasional writing projects and simple reports on books will be assigned.

Grading

Classwork, homework, quizzes, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

Professional Support Texts

- *Second-Grade Reading Growth Spurt* LUCY CALKINS ♦ SHANNA SCHWARTZ
- *Becoming Experts Reading Nonfiction*, Amanda Hartman, Celena Dangler Larkey, and Lindsay Wilkes, First Hand.
- *Bigger Books Mean Amping Up Reading Power*, Lucy Calkins, Lauren Kolbeck, and Brianna Parlitsis, First Hand.
- *Series Book Clubs*, Amanda Hartman, First Hand.
- *Small Moments: Writing with Focus, Detail, and Dialogue*, Lucy Calkins, Abby Oxenhorn Smith, and Rachel Rothman, First Hand.
- *Nonfiction Chapter Books*, Lucy Calkins, Kristine Mraz, and Barbara Golub, First Hand.
- *Writing Reviews*, Lucy Calkins, Elizabeth Dunford, and Celena Dangler Larkey, First Hand.
- *From Scenes to Series: Writing Fiction*, Mary Ehrenworth and Christine Holley, First Hand.
- *If...Then...Curriculum*, Lucy Calkins, First Hand.
- *A Guide to the Common Core Writing Workshop: Primary Grades*, Lucy Calkins, First Hand.
- *Writing Pathways: Performance Assessments and Learning Progressions*, Lucy Calkins, First Hand.
- *My Printing Book*, Jan Olsen, Handwriting Without Tears.

4.7 English Language and Literature: Grade Three

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension

Students expand their vocabulary and comprehension skills while they read and discuss various literary forms: fiction, fables, legends, folk tales, biographies, poems, plays, and nonfiction.

Expressive and Expository Writing

Expressive and expository writing assignments emphasize the formal writing process of outlining, drafting, revising, and editing. Students work on more advanced composition skills: word selection (synonyms, antonyms, and homonyms), detailing, and paragraphing.

Grammar, Syntax, and Language Mechanics

Grammar instruction covers subject and predicate rules and introduces the function of other parts of speech. Students are introduced to sentence structure, paragraph structure, and essay structure.

Vocabulary and Spelling

Spelling work emphasizes phonetic patterns and letter clusters. Students practice penmanship.

Listening and Speaking Skills

Students take notes, participate in class discussions, and give two- to three-minute oral reports with notes. Reading work includes exercises in choral speaking and storytelling to allow children opportunities to develop expressive oral language.

Research and Study Skills

Students learn basic referencing skills with tables of contents, indices, atlases, dictionaries

Homework

Students have daily assignments amounting to 20-25 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are given writing assignments for which they make notes and produce an outline, rough draft, and revised version. There are occasional book reports and simple research reports.

Tests and Major Projects

Unit tests; reading and writing evaluations. Occasional book reports, writing projects, and simple research reports will be assigned.

Grading

Classwork, homework, quizzes, tests, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

Writing Program

- Units of Study for Teaching Writing, Grades 3-5, Lucy Calkins and the Units of Study Coauthors, First Hand.

Literature:

- *Sarah, Plain and Tall*, Patricia MacLachlan Stone Fox, John Reynolds Gardiner
- *Mr. Popper's Penguins*, Richard and Florence Atwater
- *The Cricket in Times Square*, George Seldon
- *Trumpet of the Swan*, E. B. White

Supplemental Reading:

- *Muggie Maggie*, Beverly Cleary
- *Beezus and Ramona*, Beverly Cleary
- *Riding Freedom*, Pam Munoz Ryan
- *Stuart Little*, E.B. White
- *Rules*, Cynthia Lord
- *The Chocolate Touch*, Patrick Skene Catling
- *The Year of the Book*, Anna Wang
- *Notes from a Liar and Her Dog*, Gennifer Choldenko
- *The One and Only Ivan*, Katherine Applegate

Grammar:

- *Houghton Mifflin English, 4*, Houghton Mifflin.
- Daily Language Review, Grade 4, Evan MooreWorkbooks
- *Megawords, Book 1*, Kristin Johnson & Polly Bayrd
- *Cursive Handwriting*, Jan Olsen, Handwriting Without Tears.

Professional Texts

- *Units of Study in Opinion/Argument, Information, and Narrative Writing* (Grade 3), Lucy Calkins
- *Units of Study for Teaching Reading: A Workshop Curriculum* (Grade 3), Lucy Calkins
- *Leveled Literacy Intervention (LLI) System*, Irene C. Fountas and Gay Su Pinnell
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Irene C. Fountas and Gay Su Pinnell.

Student Texts and Workbooks

- *Cursive Success: Handwriting Without Tears*, Jan Olsen
- *Grammar – English 4*, Houghton Mifflin

Selected Guided Reading Texts Examples

- *Because of Winn Dixie*, Kate DiCamillo
- *Rules*, Cynthia Lord
- *BusyBody Nora*, Johanna Hurwitz
- *Stone Fox*, John R. Gardiner
- *Sarah, Plain and Tall*, Patricia MacLachlan
- *Mr. Popper’s Penguins*, Richard and Florence Atwater
- *Cricket In Times Square*, George Selden
- *James and the Giant Peach*, Roald Dahl
- *Francine Paulette Meets the Ghost Racoon*, Kate DiCamillo
- *The Name Jar*, Yangsook Choi
- *Make Way for Dyamonde Daniel*, Nikki Grimes

Selected Nonfiction Texts Examples

- *Mosquito Bite*, Alexandra Siy
- *Titanic*, Sean Callery

- *The Life and Times of the Peanut*, Charles Micucci

4.8 English Language and Literature: Grade Four

The goal of the fourth grade English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

The fourth grade curriculum is designed for children on the cusp of reading more academic texts and writing more sophisticated stories and essays. It familiarizes students with the genres they will regularly encounter throughout school and provides a progression of instruction that brings students step by step toward increasing proficiency.

Literature and Reading Comprehension

Introduction to critical reading with selections from classic children's literature: realistic fiction, animal fantasy, historical fiction, non-fiction, poetry, and Greek mythology. Students identify story/text structure, examine characterization, and determine theme.

In the unit, Interpreting Characters: The Heart of the Story, children study the complexity of characters and explore themes while developing skills such as inference and interpretation.

In the unit, Reading the Weather, Reading the World, children delve into topics about extreme weather and natural disasters. They are taught to orient themselves to a text, make personal connections, locate and describe the purpose of text features, identify and take notes using text structures, and write a main idea statement.

Expressive and Expository Writing

Writing assignments emphasize the construction of an introduction, a body, and a conclusion in expressive and expository composition. Graphic organizers are introduced. The formal writing process (outlining, drafting, revising, and editing) is emphasized.

In the unit, The Arc of Story: Writing Realistic Fiction, students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.

In the unit, Boxes and Bullets: Personal Essays, students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.

In the unit, The Literary Essay: Writing About Fiction, students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction..

Research and Study Skills

Students read nonfiction and are taught to write a summary that includes a main idea and relevant supporting details.

Listening and Speaking Skills

Students take notes during short lectures and participate in class discussions. Students present a book talk to the class using an outline each trimester. Students recite a published poem from memory in front of their peers.

Homework

Students have daily assignments amounting to 20-30 minutes per night in English. They also have

weekly Reading period homework amounting to 30 minutes per week. On top of assigned homework, students are expected to read an independent reading book for a minimum of thirty minutes per night.

Quizzes, Tests and Major Writing Genres

Students demonstrate comprehension and learning through quizzes, presentations, and end of novels tests. Students write informally in reading and writing notebooks and complete several major writing assignments.

Grading

Classwork, homework, quizzes, tests, class preparation, participation in discussions, major writing assignments, and presentations are all assessed using rubrics and checklists. Opportunities for revision of some written work is given.

Literature

- *The Tiger Rising*, Kate DiCamillo
- *Charlotte's Web*, E. B. White
- *Little House on the Prairie*, Laura Ingalls Wilder
- *Pippi Longstocking*, Astrid Lindgren
- *Yang the Youngest and his Terrible Ear*, Lensey Namioka
- *The Chalk Box Kid*, Clyde Robert Bulla
- *Janitor's Boy*, Andrew Clements
- *A Child's Anthology of Poetry*, Elizabeth Hauge Sword, ed.

Supplemental Reading and Small Group Novels:

- *Beezus and Ramona*, Beverly Cleary
- *Tales of the Fourth Grade Nothing*, Judy Blume
- *The Trumpet of the Swan*, E. B. White
- *In the Year of the Boar and Jackie Robinson*, Lette Bao Lord
- *Everything Weather*, Kathy Furgang
- A compilation of poetry books and selections
- A compilation of mythology books and selections

Student Texts and Workbooks:

- *Cursive Success: Handwriting Without Tears*, Jan Olsen.
- *Grammar – English 5*, Houghton Mifflin and a compilation of web based resources
- *Keyboarding Without Tears (online workbook)*
- *Megawords Book Two*

Professional Texts:

- *Units of Study for Teaching Reading, Grade 4* by Teachers College of Columbia University
- *Units of Study for Teaching Writing, Grade 4* by Teachers College of Columbia University
- *Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert E Probst
- *Leveled Literacy Intervention (LLI) System*, Irene C. Fountas and Gay Su Pinnell.
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Irene C. Fountas and Gay Su Pinnell.

4.9 English Language and Literature: Grade Five

The goal of the fifth grade English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Fifth grade is a time for children to hone their intellectual independence. By the time children enter fifth grade, they will have been introduced to most, if not all, of the skills expected of fifth-graders. The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to respond to prompts using and elaborating on text evidence, both direct and paraphrased, how to write narratives that are reflective and theme-based, and how to write argument essays that use counter arguments to clarify a position.

Literature and Reading Comprehension

A continued introduction to critical reading, with selections from a variety of new and familiar genres and styles: poems, short stories, memoir, and novels. Students investigate plot and characterization in detail, including investigating different perspectives in fiction, distinguish between stated and implied main ideas, and provide multiple pieces of evidence in support of a complex theme.

In the unit, Interpretation Book Clubs: Analyzing Themes, students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme.

In the unit, Tackling Complexity: Moving Up Levels of Nonfiction, children investigate the ways nonfiction texts are becoming more complex, and they learn strategies to tackle these new challenges. This unit emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction.

In the unit, Fantasy Book Clubs: The Magic of Themes and Symbols, students work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across their novels, and consider the implications of conflicts, themes, and lessons learned.

Expressive and Expository Writing

Written assignments emphasize research skills and the formal writing process (outlining, drafting, revising, and editing) Students write stories based on arcs demonstrating character change and include proper use of dialogue as well as expository and simple compare & contrast essays. Students are expected to fully apply their knowledge of grammar, spelling, and vocabulary to final drafts.

In the unit, Narrative Craft, students deliberately use their knowledge of narrative craft to make their personal, small moment stories more thematic.

In the unit, Persuasive Essays students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.

Research and Study Skills

Students continue to work on summarizing, paraphrasing; note taking and citing works used to support both short and long written responses.

Listening and Speaking Skills

Students take notes during short lectures, participate in class discussions, and recite poetry. Students present an increasingly more sophisticated book talk to the class using an outline as well as an accompanying slide show each trimester.

Vocabulary, Spelling, Grammar, Syntax, and Language Mechanics

Students continue to work on building their vocabulary and reinforce skills using an online program linked to vocabulary found in the class novels. Students learn and correctly utilize rules for capitalization, conjunctions, commas, and verb tenses.

Quizzes, Tests and Major Writing Genres

Students demonstrate comprehension through frequent reading quizzes. End of novel tests are also given to demonstrate learning. Students write both informally and formally to flash draft, then draft, revise, edit and publish several essays and a memoir

Homework

Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, and/or grammar as follow-up to or in preparation for each class period. Students are expected to read either assigned or independently selected novels for at least 30 minutes a night.

Grading

Classwork, homework, quizzes, tests, class preparation, participation in discussions, major writing projects, and presentations are all assessed using rubrics and checklists. Opportunities for revision based on teacher feedback are provided on most longer assignments.

Literature

- *Save Me a Seat*, Sara Weeks and Gita Varadarajan
- *Where the Mountain Meets the Moon*, Grace Lin
- *Number the Stars*, Lois Lowry
- *Where the Red Fern Grows*, Wilson Rawls
- *Home of the Brave*, Katherine Applegate
- *The Lightning Thief*, Rick Riordan
- *A Child's Anthology of Poetry*, Elizabeth Haughe Sword, Editor

Supplemental & Small Group Novels

- *Wonder*, R.J. Palacio
- *The Night Diary*, Veera Hiranandani (Challenge, Enrichment)
- *Summer of the Monkeys*, Wilson Rawls (Challenge, Enrichment)
- *When Stars are Scattered*, Omar Mohamed and Victoria Jamieson (Challenge, Enrichment)
- *When Lunch Fights Back: Wickedly Clever Animal Defenses*, Rebecca L. Johnson
- *Wringer*, Jerry Spinelli and *Heat*, Mike Lupica
- *In the Year of the Boar and Jackie Robinson*, Bette Bao Lord
- *The Watsons Go to Birmingham and Bud Not Buddy*, Christopher Paul Curtis
- *Esperanza Rising*, Pam Muñoz Ryan
- *Ella Enchanted* and *The Two Princesses of Bamarre*, Gail Carson Levine
- *Rowan of Rin* and *Rowan and the Travelers*, Emily Rodda
- *Fablehaven* and *Rise of the Evening Star*, Brandon Mull
- *A Wrinkle in Time* and *A Wind in the Door*, Madeleine L'Engle
- *Redwall*, animated series based on the novels by Brian Jacques

Student Texts, Workbooks, and Online Programs

- *EOL Grade 5* (Holt, Rinehart, Winston)
- WordVoyage (Whit Symmes, Kathy Barnes, Dr. Abigail Konopasky)

Professional Texts

- *Units of Study for Teaching Reading, Grade 5*, Teachers College of Columbia University
- *Units of Study for Teaching Writing, Grade 5*, Teachers College of Columbia University
- *Notice & Note: Strategies for Close Reading*, Kylene Beers and Robert E. Probst

4.10 English Language and Literature: Grade Six

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension

Reading skills developed in the early grades are reviewed, and classical mythology and simple lyric, narrative, and dramatic poetry are read. Reading selections serve as subjects for a variety of writing assignments, including short essays, narratives, letters, and book reviews. Students use short stories to identify structural elements in fiction. Students learn the difference between an editorial and a news story.

Expressive and Expository Writing

Writing work emphasizes research skills and revision, and students are expected to fully apply their knowledge of grammar, spelling, and vocabulary to final drafts. Students write stories, essays, editorials, and news stories.

Grammar, Syntax, and Language Mechanics

Structure of compound sentences; parts of speech; agreement; verb conjugation; and punctuation.

Vocabulary and Spelling

Spelling work uses phonetic patterns and letter clusters, prefixes, suffixes, derivatives, word roots and etymology as tools. Students continue to work on building their vocabulary.

Listening and Speaking Skills

Speaking exercises require students to memorize and recite selected poems. Students take notes during lectures, participate in class discussions, and make three- to five-minute oral reports

Research and Study Skills

Students hone library skills (bibliographies and note-taking) during preparation of a research project.

Homework

Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are

given frequent writing assignments for which they make notes and produce an outline, rough draft, revision, and edited version. They write stories, book reports, and research reports.

Tests and Major Projects

Weekly vocabulary quizzes, tests at the end of units, reading and writing evaluations. Occasional book reports and research reports will be assigned.

Grading

Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books

Grammar

- *Houghton Mifflin English, 7*, Houghton Mifflin.
- *Rules of the Game 1*, M. Page, P. Guthrie, S. Sable, Educators Publishing Service.

Student Texts and Resources

- *Prentice Hall Literature: Copper*, Prentice Hall
- *Elements of Language, First Course*, Holt, Rinehart and Winston
- WordVoyage (Whit Symmes, Kathy Barnes, Dr. Abigail Konopasky)

Literature Whole-Class Texts

- *The Giver*, Lois Lowry
- *Roll of Thunder, Hear My Cry*, Mildred Taylor
- *The Adventures of Tom Sawyer*, Mark Twain
- *A Midsummer Night's Dream*, William Shakespeare
- *Dragon's Gate*, Laurence Yep
- Biography of choice
- Independent reading assignments of choice

Supplementary Literature:

- *The Trojan War*, Bernard Evslin
- *The Samurai's Tale*, Eric Christian Haugaard
- *The Phantom Tollbooth*, Norman Juster
- *The House of Dies Drear*, Virginia Hamilton
- *Island of the Blue Dolphins*, Scott O'Dell
- *Bridge to Terabithia*, Katherine Paterson
- *The Witch of Blackbird Pond*, Elizabeth George Speare
- *The Red Pony*, John Steinbeck
- *Treasure Island*, Robert Louis Stevenson
- *The Sword in the Stone*, T. H. White

- *The Call of the Wild*, Jack London
- *A Break with Charity*, Anne Rinaldi

4.11 English Language and Literature: Grade Seven

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension

Reading selections serve as models of good writing and as subjects for a variety of writing assignments, including analytical essays, narratives, and book reviews. Students learn to make inferences and to analyze texts and to connect the texts to the contexts in which they were created.

Expressive and Expository Writing

Students work on compositional skills including topic sentences, supporting ideas, transitions, varied sentence structure, conclusions, and the development of an individual style. Students are expected to apply their knowledge of grammar, spelling, and vocabulary to final drafts. Students write essays, book reviews, and original stories. Students learn to write more sophisticated sentences than before and to do it economically. They also learn about the four kinds of paragraphs (narrative, expository, descriptive, and persuasive) and when to end one paragraph and begin another. In addition, using the vocabulary words in their reading, students write a number of individual sentences that must be revised until they are completely correct.

Grammar, Syntax, and Language Mechanics

While formal grammar is not taught in seventh grade, students learn correct usage. For example, they practice subject verb agreement and the correct use of pronouns. If grammatical concepts are needed to support these skills, they are introduced in the context of the skills. Students also study punctuation, especially commas, semicolons, and colons.

Vocabulary

Vocabulary instruction centers on the words in the students' reading.

- WordVoyage (Whit Symmes, Kathy Barnes, Dr. Abigail Konopasky)

Listening and Speaking Skills

Students take notes during lectures, participate in class discussions, and create three- to five-minute oral reports.

Homework

Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, or English usage as follow-up or preparation for each class period.

Tests and Major Projects

Students take a test on five of the six major books and write a reflective piece on the sixth. There are also vocabulary tests and quizzes on the readings and on English usage.

Grading

Grades are given to classwork, homework, quizzes, tests, vocabulary sentences. Participation in discussions and preparedness for class may also be scored.,. Opportunities for revision of written work will be given.

Text books

Grammar

- *Elements of Language, 2nd Course*, J. E. Warriner.

Student Texts and Resources

Texts in seventh grade explore the dynamic tension between individual and society through a number of novels and plays that explore critical social issues around race, gender, justice, and truth. They examine through the lens of literature the response of the individual to broader social forces and allow students to understand society and the responsibilities of the individual to self and others.

Course Texts

Whole-Class Texts

- *Fahrenheit 451*
- *The House on Mango Street*
- *A Raisin in the Sun*
- *Animal Farm*
- *Romeo and Juliet*
- *American Born Chinese*
- Teacher selected poetry and short fiction, non-fiction

Individually Selected

- Biography of a scientist, mathematician, or inventor

4.12 English Language and Literature: Grade Eight

Reading

Students read, analyze, and interpret novels, essays, narratives, short stories, poetry, and plays to identify themes, points of view, plots, settings, characters, moods, voices, and the imagery of works. Paired texts of fiction and nonfiction are read together focusing on how the texts inform each other. Reading selections serve as models of good writing and as subjects for a variety of writing assignments. Student progress is assessed regularly via study guides, reading check quizzes, literature tests, whole class discussions, Schoology discussions, and essays.

Writing

Students compose analytical and persuasive essays that are well organized, persuasive, and demonstrate command of grammar and compositional skills including pieces describing a process or a chain of causes and effects. In addition, students write personal narratives, short stories, and poetry.

Grammar, Syntax, and Language Mechanics

Students apply their knowledge of grammar, usage, punctuation, spelling, and vocabulary to their writing in all subjects. Sentence economy, complex sentence structures, including the use of phrases and clauses; correct use of modifiers (especially to avoid misplaced and dangling modifiers); and the creation of parallel structure are the focus of instruction. Students learn how to create unity and coherence in paragraphs of different kinds, how to structure paragraphs, how to elaborate on their

ideas with details and examples, how to work with short quotations and to cite them correctly, and how to connect their examples to their claims.

Vocabulary

Vocabulary lists are derived from class literature. The students develop their understanding of new words by focusing on etymology and by writing and revising original sentences. Tests are administered at the end of each vocabulary unit. Vocabulary instruction uses prefixes and suffixes, word roots, etymology, and related words as tools. Words may also be grouped into common roots. Newly acquired words are transferred to the students' working vocabularies through their use in class discussions and in the students' writing.

Listening and Speaking Skills

Speaking exercises require students to deliver and listen to others deliver oral reports, to engage in whole-class and small-group discussions, and to memorize and recite selected prose passages and poems. Students also take notes during lectures and check their accuracy. They commonly deliver five to ten-minute oral reports and field questions from their teacher and fellow students.

Technology/Research and Study Skills

Students use the library and internet sources to conduct research.

Homework

Students have daily assignments amounting to 30 minutes per night in reading, writing, vocabulary, and/or grammar, as follow-up or preparation for each class period. Students are given frequent low-stakes writing assignments as well as long term, high stakes projects for which they conduct prewriting, create a rough draft, receive feedback from peers and/or the teacher, revise, and finalize.

Tests and Major Projects:

Vocabulary, reading, and grammar quizzes are given as needed, and there are tests at the ends of units. Occasional major writing projects and reports will be assigned. Opportunities for revision of substandard written work are provided.

Student Texts and Resources

- *Prentice Hall Literature: Silver*, Prentice Hall
- *Elements of Language, Third Course*: Holt, Reinhart, and Winston
- *WordVoyage.com*

Literature

Whole-Class Texts

- *Ender's Game*, Orson Scott Card
- *The Old Man and the Sea*, Ernest Hemingway
- *The Outsiders*, S.E. Hinton
- *To Kill a Mockingbird*, Harper Lee
- *When the Emperor Was Divine*, Julia Otsuka
- *The Taming of the Shrew*, William Shakespeare

Supplementary Literature

- Self selected biography or work nonfiction.