

CURRICULUM MAP

Subject: English Language Arts

Grade Level: 5th

rev 2/16

<p align="center">1st Quarter *Estimated Time: 8 Weeks</p>	<p align="center">2nd Quarter *Estimated Time: 8 Weeks</p>	<p align="center">3rd Quarter *Estimated Time: 8 Weeks</p>	<p align="center">4th QUARTER *Estimated Time: 8 Weeks</p>
<p align="center">Common Core Theme: <i>Close Reading/Human Rights</i></p> <p>Central Texts</p> <ul style="list-style-type: none"> * UDHR * <i>Esperanza Rising</i> <p>Vocabulary</p> <ul style="list-style-type: none"> * Close Reading * Context Clues * Vocabulary Strategies * Annotation <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text: Documents • Text-based Details/Evidence • Text Features • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Point of View • Author's Purpose • Opinion and Reasons • Readers Theater • Two-Voice Poems 	<p align="center">Common Core Theme: <i>Research/Rain Forest</i></p> <p>Central Texts</p> <ul style="list-style-type: none"> • Various Rain Forest Texts • Various Articles <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text: Articles, Interviews • Text-based Details/Evidence • Text Features • Folktales • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author's Purpose • Opinion and Reasons • Research 	<p align="center">Common Core Theme: <i>Opinion/Sports in American Culture</i></p> <p>Central Texts</p> <ul style="list-style-type: none"> • Promises to keep • Various Articles <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text: Biographies, Articles, Time Lines, Historical Artifacts • Text-based Details/Evidence • Text Features • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author's Purpose • Opinion and Reasons • Research 	<p align="center">Common Core Theme: <i>Evidence/Natural Disasters</i></p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>Wonder</i> • Optional texts: -When You Reach Me -Dead End in Norvelt <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text: Articles, Documentaries • Text-based Details/Evidence • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Text Connections • Point of View • Author's Purpose • Opinion and Reasons • Research

Writing

- Persuasive Essay
- Compare/Contrast
- Critical Analysis
- Supporting Evidence
- Two-Voice Poems
- Readers Theater
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Two-Voice Poems
- Readers Theater

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Active Audience
- Close Listening

Writing

- Research-Based Narrative Essay
- Compare/Contrast
- Critical Analysis
- Supporting Evidence
- Readers Theater
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active discussion
- Active Audience
- Close Listening

Writing

- Opinion Essays
- Personal Letters
- Compare/Contrast
- Critical Analysis
- Graphic Organizers
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Writing

- Opinions Speech
- Compare/Contrast
- Critical Analysis
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Opinion Speech
- Pairs
- Small Groups
- Whole Group
- Active Discussion

Listening

- Opinion Speech
- Pairs
- Small Groups
- Whole Groups
- Active Discussion
- Active Audience
- Close Listening

*Estimated Daily Instructional
Time: 75 Minutes.

CURRICULUM MAP

Subject: Language Arts

Grade Level: 6th

rev 2/16

1 st Quarter *Estimated Time: 8 Weeks	2 nd Quarter Estimated Time: 8 Weeks	3 rd Quarter Estimated Time: 8 Weeks	4 th Quarter Estimated Time: 8 Weeks
Common Core Theme 1 Not Just Long Ago	Common Core Theme 2 Rules to Live By	Common Core Theme 3 Justice and Judgment	Common Core Theme 4 Insecticides: Costs vs. Benefits
CENTRAL TEXTS <ul style="list-style-type: none"> • <i>The Lightning Thief</i> • <i>D'Aulaires Book of Greek Myths</i> • "Shrouded in Myth" • "The Hero's Journey" • Various Informational Texts 	CENTRAL TEXTS <ul style="list-style-type: none"> • <i>Bud, Not Buddy</i> • Various Informational Texts <ul style="list-style-type: none"> ❖ Steve Jobs' Communication Address at Stamford University ❖ Barack Obama's Back to School Speech • Poetry <ul style="list-style-type: none"> ❖ Rudyard Kipling "If" 	CENTRAL TEXTS <ul style="list-style-type: none"> • <i>Flush</i> • Various Informational Texts 	CENTRAL TEXTS <ul style="list-style-type: none"> • <i>The Giver</i> • Various informational texts
READING <ul style="list-style-type: none"> *Close Reading *Informational Texts *Text-based Details/Evidence *Text Features *Guided Reading *Independent Reading *Comprehension *Figurative Language *Main Idea/Summary *Visual Interpretation *Compare/Contrast *Point of View *Author's Purpose *Opinion and Reasons *Voice Poem *Literary Devices 	READING <ul style="list-style-type: none"> • Use of trade book units and short stories to develop and enhance skills <ul style="list-style-type: none"> ○ Reading comprehension ○ Vocabulary ○ Literary terms ○ Literary response and expression <ul style="list-style-type: none"> ○ Recognizing and reading a variety of genres ○ Critical analysis and evaluation ○ Shared reading experiences in small groups and literary circles ○ Use of Poetry to develop the following skills <ol style="list-style-type: none"> 1. analysis/interpretation 2. poetic elements 3. recognizing and writing different forms of poetry 	READING <ul style="list-style-type: none"> • Use of trade book units and short stories to develop and enhance skills <ul style="list-style-type: none"> ○ Reading comprehension ○ Vocabulary ○ Literary terms ○ Literary response and expression <ul style="list-style-type: none"> ○ Recognizing and reading a variety of genres ○ Critical analysis and evaluation ○ Shared reading experiences in small groups and literary circles ○ Use of Poetry to develop the following skills <ol style="list-style-type: none"> 1. analysis/interpretation 2. poetic elements 3. recognizing and writing different forms of poetry ○ Respond to scaffolding questions based on a reading paragraph 	READING <ul style="list-style-type: none"> • Use of trade book units and short stories to develop and enhance skills <ul style="list-style-type: none"> ○ Reading comprehension ○ Vocabulary ○ Literary terms ○ Literary response and expression <ul style="list-style-type: none"> ○ Recognizing and reading a variety of genres ○ Critical analysis and evaluation ○ Shared reading experiences in small groups and literary circles ○ Use of Poetry to develop the following skills <ol style="list-style-type: none"> 1. analysis/interpretation 2. poetic elements 3. recognizing and writing different forms of poetry ○ Respond to scaffolding questions based on a reading paragraph

- Respond to scaffolding questions
- Write an essay based on one or more passages

- Write an essay based on one or more reading passages

- Write an essay based on one or more reading passages

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Compare/Contrast
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

*Estimated Daily Instruction Time:
42 Minutes

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Character Analysis
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Argument Based
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

VOCABULARY

- *Close Reading
- *Context Clues
- *Vocabulary Strategies
- *Annotation

WRITING

- o Opinion
- o Research Based
- o Critical Analysis
- o Supporting Evidence
- o Domain Specific Vocabulary in Writing
- o Graphic Organizers
- o Paraphrase/Quotations
- o Grammar
- o Sentence Structure
- o Punctuation

SPEAKING

- Pairs
- Small Group
- Whole Group
- Active Discussion

LISTENING

- Pairs
- Small Group
- Whole Group
- Active Discussion
- Close Listening

CURRICULUM MAP

Subject: Language Arts

Grade Level: 7th

rev 8/14

FIRST QUARTER *Estimated Time: 8 Weeks	SECOND QUARTER *Estimated Time: 8 Weeks	THIRD QUARTER *Estimated Time: 8 Weeks	FOURTH QUARTER *Estimated Time: 8 Weeks
<p>Common Core Theme 1 Close Reading/Survival</p> <p>Central Texts:</p> <ul style="list-style-type: none"> • <i>A Long Walk to Water</i> • Various Informational Texts <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Text-based Details/Evidence • Text Features • Guided Reading • Independent Reading • Comprehension • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Point of View • Author’s Purpose • Literary Devices <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation 	<p>Common Core Theme 2 Short Story/Drama/Working Conditions</p> <p>Central Texts:</p> <ul style="list-style-type: none"> • Prentice Hall Textbook • Ray Bradbury Short Stories • <i>Lyddie</i> • Various Informational Texts • “Mill Times” multimedia <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Biographies, Articles, Time Lines, Historical Artifacts • Text-based Details/Evidence • Text Features • Dialogue • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author’s Purpose • Opinion and Reasons <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues 	<p>Common Core Theme 3 Working Condition/Poetry/Test Prep</p> <p>Central Texts:</p> <ul style="list-style-type: none"> • <i>Lyddie</i> • Various Articles • Prentice Hall Textbook <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text • Text-Based Details/Evidence • Text Features • Guided Reading • Independent Reading • Main Idea/Summary • Visual Interpretation • Point of View • Author’s Purpose • Opinion and Reasons • Figurative Language • Poetic Terms <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation 	<p>Common Core Theme 4 Narrative Writing /Mystery</p> <p>Central Texts:</p> <ul style="list-style-type: none"> • <i>The Westing Game</i> • Various Articles <p>Reading</p> <ul style="list-style-type: none"> • Close Reading • Informational Text • Articles • Text-Based Details/Evidence • Guided Reading • Elements of Mystery • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Text Connections • Point of View • Author’s Purpose • Opinion and Reasons <p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation

<p>Writing</p> <ul style="list-style-type: none"> • Compare/Contrast • Extended Response • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Paraphrase/Quotations • Grammar • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening 	<ul style="list-style-type: none"> • Vocabulary Strategies • Annotation <p>Writing</p> <ul style="list-style-type: none"> • Character Analysis • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening 	<p>Writing</p> <ul style="list-style-type: none"> • Argument Based • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening 	<p>Writing</p> <ul style="list-style-type: none"> • Opinion • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening
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Curriculum Map

Subject: English 8

Rev. 2/16

First Quarter *Estimated Time 8 weeks	Second Quarter *Estimated Time 8 weeks	Third Quarter *Estimated Time 8 weeks	Fourth Quarter *Estimated Time 8 weeks
<p style="text-align: center;">Common Core Theme 1 Close Reading Refugees Poetry</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>Inside Out and Back Again</i> • Various Informational Text • Various Poems <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Text-based Details/Evidence • Text Features • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Point of View • Author’s Purpose • Opinion and Reasons • Two-Voice Poems • Literary Devices 	<p style="text-align: center;">Common Core Theme 2 Drama/Human Rights</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>Milkweed</i> • Various Informational Text <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Text Based Details/Evidence • Text Features • Dialogue • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author’s Purpose • Opinion and Reasons • Research 	<p style="text-align: center;">Common Core Theme 3 Civil Rights/Close Reading</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> • Various Informational Text <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Biographies, Articles, Time Lines, Historical Artifacts • Text Based Details/Evidence • Text Features • Guided Reading • Independent Reading • Main Idea/Summary • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author’s Purpose • Opinion and Reasons • Research 	<p style="text-align: center;">Common Core Theme 4 Sociology of the World Through Fiction</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>The Outsiders</i> • Various Articles <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Articles, Documentaries • Text Based Details/Evidence • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Text Connections • Point of View • Author’s Purpose • Opinion and Reasons • Research

<p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Writing:</p> <ul style="list-style-type: none"> • Compare/Contrast • Research Based • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Paraphrase/Quotations • Grammar • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening <p>*Estimated Daily Instruction Time: 42 Minutes</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Writing:</p> <ul style="list-style-type: none"> • Character Analysis • Research Based • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Paraphrase/Quotations • Grammar • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Writing:</p> <ul style="list-style-type: none"> • Argument Based • Research Based • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Paraphrase/Quotations • Grammar • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Close Reading • Context Clues • Vocabulary Strategies • Annotation <p>Writing:</p> <ul style="list-style-type: none"> • Opinion • Research Based • Critical Analysis • Supporting Evidence • Domain Specific Vocabulary in Writing • Graphic Organizers • Paraphrase/Quotations • Grammar • Sentence Structure • Punctuation <p>Speaking</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Groups • Active Discussion <p>Listening</p> <ul style="list-style-type: none"> • Pairs • Small Groups • Whole Group • Active Discussion • Close Listening
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Curriculum Map

Subject: English 8 Advanced

rev. 8/14

First Quarter Estimated Time: 8 weeks	Second Quarter Estimated Time: 8 weeks	Third Quarter Estimated Time: 8 weeks	Fourth Quarter Estimated Time: 8 weeks
<p>Common Core Theme 1 Close Reading Refugees Poetry Book Talks</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>Inside Out and Back Again</i> • Various Informational Text • Various Poems <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Text-based Details/Evidence • Text Features • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Point of View • Author's Purpose • Opinion and Reasons • Two-Voice Poems • Literary Devices 	<p>Common Core Theme 2 Drama/Human Rights Book Talks</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>Milkweed</i> • Various Informational Text <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Text Based Details/Evidence • Text Features • Dialogue • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author's Purpose • Opinion and Reasons • Research 	<p>Common Core Theme 3 Civil Rights/Close Reading Book Talks</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> • Various Informational Text <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Biographies, Articles, Time Lines, Historical Artifacts • Text Based Details/Evidence • Text Features • Guided Reading • Independent Reading • Main Idea/Summary • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Point of View • Author's Purpose • Opinion and Reasons • Research 	<p>Common Core Theme 4 Sociology of the World Through Fiction Book Talks</p> <p>Central Texts</p> <ul style="list-style-type: none"> • <i>The Outsiders</i> • Various Articles <p>Reading:</p> <ul style="list-style-type: none"> • Close Reading • Informational Texts • Articles, Documentaries • Text Based Details/Evidence • Guided Reading • Independent Reading • Comprehension • Figurative Language • Main Idea/Summary • Visual Interpretation • Compare/Contrast • Text Connections • Point of View • Author's Purpose • Opinion and Reasons • Research

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Compare/Contrast
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

*Estimated Daily Instruction
Time: 42 Minutes

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Character Analysis
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Argument Based
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening

Vocabulary

- Close Reading
- Context Clues
- Vocabulary Strategies
- Annotation

Writing:

- Opinion
- Research Based
- Critical Analysis
- Supporting Evidence
- Domain Specific Vocabulary in Writing
- Graphic Organizers
- Paraphrase/Quotations
- Grammar
- Sentence Structure
- Punctuation

Speaking

- Pairs
- Small Groups
- Whole Groups
- Active Discussion

Listening

- Pairs
- Small Groups
- Whole Group
- Active Discussion
- Close Listening