**Sumter County School District**

**English Language Arts**

**5th Grade Pacing Guide**



|  |
| --- |
| **5th Grade Recurring Standards** |
| * R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. * R2. Use context clues to determine meanings of unfamiliar spoken or written words. * R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. * R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. * R5. Identify and explain literary devices in prose and poetry. * R6. Assess the formality of occasions in order to speak or write using appropriate language and tone. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1** | | | | | | | |
| **1st Nine Weeks** | **Foundational Skills** | | **Reading and Responding** | | **Language Arts** | | **Resources** |
|  | **Phonics** | **Word Analysis** | **Comprehension** | **Literature/**  **Reading** | **Writing** | **Grammar** |  |
| **Getting Started**  **Week 1** | **Review**  **Activate Prior Knowledge** |  | **Ask & Answer Questions** |  | **Set up Writing Journal** |  | **Distribute all reading materials** |
| **Lesson 1**  **(2 weeks)**    **Week 1**  **Week 2** | Words with /oo/ spelled oo,u, u\_e, ew, and ue /ow/, /aw/, /oi/ | Prefix- pre, non Suffix- ness, ment | Predicting and Clarifying  Identify Causes and Effects in Story Details Make Inferences Using Details Story Elements: Character and Plot | The Marble Champ  Pg 18 | Persuasive | Identify Nouns and Pronouns | U1L1 Assessment    [U1L1-Marble Champ Vocabulary and Word Analysis](https://www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/105/5%201.2%20Marble%20Champ%20Q%20and%20A.pdf)    [Compare and Contrast Characters](https://fcrr.org/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/23_narrative_text_structure/23_c002_compare_a_character.pdf)    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 2**  **(2 weeks)**    **Week 3**  **Week 4** | Closed Syllable | Latin Roots: loc, flect, cycl, phon | Asking Questions Making Connections Main Idea Sequence | Queen of the Track: Alice Coachman  Pg 32  [Queen of the Track Weekly Story](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/queen_of_the_track_story.pdf) | Writing an argument to persuade | Identify Verbs | U1L2 Assessment    [Lesson 2 Overview](https://content.myconnectsuite.com/api/documents/764d0702b71147d9bee895064a56c105.pdf)    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 3**  **(1 week)**    **Week 5** | Open Syllables | Suffix: -ize, -ance, -ence | Summarizing Clarifying Fact and Opinion Classify and Categorize Author’s Purpose Text Feature: Headings | One Small Step   pg 48 | Write an argument to persuade | Adjectives and Adverbs | U1L3 Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 4**  **(2 weeks)**    **Week 6**  **Week 7** | n/a | Greek Roots: logos, graph | Visualizing Predicting Making Inferences Compare and Contrast | The Great Serum Race  Pg 66    [Great Serum Race](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/great_serum_race.pdf) | Persuasive Writing | Direct Objects | [Lesson 4 Overview](https://content.myconnectsuite.com/api/documents/8d90247ac87849ce97e9201451218928.pdf)    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 5**  **(1 week)**    **Week 8** | Consonant + le syllables | Prefixes: con-, mid | Clarifying Predicting Cause and Effect Making Inferences | Hatchet (pt 1) |  | n/a | U1L5 Assessment  [Cause and Effect Sentences](https://www.rcboe.org/cms/lib/GA01903614/Centricity/Domain/623/Cause%20Effect%20Sentences.pdf)    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 6**    **Week 9** | Review Unit 1 | Review | Review | Hatchet (pt 2) | Review |  | U1L6 Weekly  Assessment    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Unit 1 Standards** | ELA21.5.2, ELA21.5.3, ELA 21.5.4, ELA21.5.12, ELA21.5.12e, ELA 21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.24a, ELA21.5.24b, ELA21.5.6, ELA21.5.9d,ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.39a,ELA21.5.39b,ELA21.5.39c | | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 2** | | | | | | | |
| **2nd Nine Weeks** | **Foundational Skills** | | **Reading and Responding** | | **Language Arts** | | **Resources** |
|  | **Phonics** | **Word Analysis** | **Comprehension** | **Literature/Reading** | **Writing** | **Grammar** |  |
| **Lesson 1**    **Week 1** | n/a | Suffixes: -ant, -ent, -al, -ail | Asking Questions Making Connections Main Idea Fact Opinion | Monsoons  Pg 121 | Informatioal Text | Capitalization | U1L1 Monsoons Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 2**    **Week 2** | n/a | Hyphenated Compound Words Suffixes -ic, -ical | Clarifying Summarizing Cause and Effect Classifying and Categorizing Author’s Purpose | Making Waves  Pg 136 | Informational  Text | Grammar, Usage, and Mechanics: Sentence Types, End Punctuation, and Simple Sentence | U1L2 Making Waves Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 3**  **(2 weeks)**    **Week 3**  **Week 4** | n/a | Suffixes -age, -an, -ery | Making Connections Asking Questions Predicting Compare and Contrast Sequence Making Inferences | “ The Search for the Mysterious Patriot” pg.495 | Informational  Text | Conjunctions | U1L3 Mysterious Patriot Assessment    OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 4** | n/a | Latin Roots claim/clam, jud/jur/jus | Making Connections Clarifying Summarizing Main Idea Classify and Categorize Cause and Effect Point of View Figurative Language |  | Informational  Text | Compound Sentences | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 5** | n/a |  |  |  |  | Commas | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 6** | n/a |  |  |  |  | Review | Unit Test |
| **Unit Stanards** | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.19, ELA21.5.20, ELA21.5.21,ELA21.5.24a, ELA21.5.24b, ELA21.5.25, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.34, ELA21.5.39, ELA21.5.40 | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Unit 3** | | | | | | | | | |  |  |
|  |  | **Foundational Skills** | | **Reading and Responding** | | | | **Language Arts** | | |  | | |
|  |  | **Phonics** | **Word Analysis** | **Comprehension** | | **Literature/Reading** | | **Writing** | | **Grammar** | **Resources** | | |
|  | **Lesson 1** | n/a | Prefix: -inter Suffix: -ish, -ism Greek Root: chron | Visualizing Predicting Cause and Effect Fact and Opinion | | One Fantastic Journey: Nellie Bly | | Fictional Narratives | | Complex Sentences | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook | | |
|  | **Lesson 2** | n/a | Latin Roots: vac, grad/gress, meter | Asking Questions Summarizing Classify and Categorize Sequence | | The Pot the Juan Built  Pg 258  [The Pot that Juan Built Story](https://hawks5.weebly.com/uploads/1/2/4/8/12487769/pot_juan_built_story.pdf) | | Fictional Narratives | | Participial Phrases | U1L2 Assessment  [Supplemental Teacher's Guide](https://www.leeandlow.com/wp-content/uploads/2024/07/The%20Pot%20That%20Juan%20Built%20Teacher's%20Guide.pdf) | | |
|  | **Lesson 3** | n/a | Suffix: -ous/eous/ious Greek Root: oynm | Visualizing/Clarifying Making Inferences Compare and Contrast Point of View Setting | | Heading Home  Pg 264 | | Fictional Narratives | | Subject/Verb | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook | | |
|  | **Lesson 4** | n/a | Prefix: anit, de, super, trans | Clarifying Visualizing Sequence Main Ideas | | The House that Baba Built  Pg 284 | | Fictional Narratives | | Run-On Sentences/  Fragments | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook | | |
|  | **Lesson 5** | n/a | Latin Root: bio, aut, rupt | Making Connections Answering Questions Compare and Contrast Fact and Opinion Point of View Characters | | Just 17 Syllables  Pg 312 | | Fictional Narratives | | Irregular Nouns & Irregular Verbs | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook | | |
|  | **Lesson 6** | n/a | Review  Unit 3 |  | | My Librarian is a Camel | |  | | Review  Unit 3  Lessons 1-5 | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook | | |
|  | **Unit Standards** | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA.21.5.22, ELA21.5.21, ELA21.5.24, ELA.21.5.17, ELA21.5.19, ELA21.5.6, ELA21.5.9d, ELA21.5.35, ELA21.5.7, ELA21.5.9c, ELA21.5.14, ELA21.5.31, ELA21.5.39, ELA21.5.40 | | | | | | | | |  |  |  |
| **Unit 4** | | | | | | | | | | | | |  |
|  | **Foundational Skills** | | | | **Reading and Responding** | | **Language Arts** | | | | |  |  |
|  | **Phonics** | | **Word Analysis** | | **Comprehension** | **Literature/**  **Reading** | **Writing** | | **Grammar** | | | **Resources** |  |
| **Lesson 1** | n/a | | Prefixes il-, im-, in-, and ir | | Summarizing Predicting Clarifying Cause and Effect Main Idea and Details | Midnight Forest pg 352 | Expository Writing | | Possessive Nouns & Pronouns | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Lesson 2** | n/a | | Greek Root nav; Prefix e-; Suffix ‑ive | | Summarizing Making Connections/Asking Questions Main Idea and Details | “John Muir- America’s Naturalist” pg.369 | Expository  Writing | | Verbs Tenses | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Lesson 3** | n/a | | Latin Roots cred, ordin/ord, anim, and imag | | Summarizing Predicting Making Connections Main Idea and Details Cause and Effect Classify and Categorize | Alejandro’s Gift” pg. 384 |  | | Punctuation | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Lesson 4** | n/a | | Greek Root path; Latin Roots mem, scrib/script | | Summarizing Making Connections Clarifying Compare and Contrast Cause and Effect | “Why is the World Green” pg. 400 |  | | Colon & Semicolons | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Lesson 5** | n/a | | Prefixes en-, per-, and semi | | Visualizing Predicting Fact and Opinion, Making Inferences, Compare and Contrast, Point of View, Characterization, and Setting | “The Mystery of Washington Park” pg.415 |  | | Punctuation & Titles of Works | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Lesson 6** | n/a | | Review | | Review Unit 4  Lesson 1-5 | What’s the Buzz   pg 438 |  | |  | | | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |  |
| **Unit Standards** | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.22, ELA21.5.21, ELA21.5.24, ELA21.5.12a, ELA21.5.12b, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.40 | | | | | | | | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 5** | | | | | | | |
|  | **Foundational Skills** | | **Reading and Responding** | | **Language Arts** | |  |
|  | **Phonics** | **Word Analysis** | **Comprehension** | **Literature/Reading** | **Writing** | **Grammar** | **Resources** |
| **Lesson 1** |  | Suffixes ‑ology, ‑ist | Clarifying Summarizing Predicting Classify and Categorize Main Idea and Details Cause and Effect Point of View | “The Starving Time” pg. 453 | Persuasive Essay | Interjections | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 2** | n/a | Greek Roots gram, soph, mech, poli | Making Connections/Predicting Sequence Making Inferences Main Idea and Details Point of View Character/Setting | “A Spy by Chance” pg.485 | Persuasive Essay | Demonstrative, Indefinite, Reflexive, and Relative Pronouns | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 3** | n/a | Suffixes -age, -an, -ery | Making Connections Asking Questions Predicting Compare and Contrast Sequence Making Inferences | “The Search for the Mysterious Patriot” pg.495 | Persuasive Essay | Comparative & Superlative Adjectives & Adverbs | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 4** | n/a | Latin Roots claim/clam, jud/jur/jus | Making Connections Clarifying Summarizing Main Idea Classify and Categorize Cause and Effect Point of View Figurative Language | “Thomas Jefferson Grows a Nation” pg. 530 |  |  | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 5** | n/a |  |  | “Abraham Lincoln and Fredrick Douglas” pg. 543 | Persuasive Essay | Misused Word | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 6** | n/a | Prefixes non-, pre-, con-, mid-; Suffixes ‑ness, ‑ment, ‑ize, ‑ance/‑ence | Review Unit 5  Lesson 1-5 | REVIEW UNIT 5 Lessons 1-5 “Building the Transcontinental Railroad” pg. 577 | Persuasive Essay | REVIEW Unit 5 Lessons 1-5 | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Unit 5 Standards** | ELA21.5.2, ELA21.5.3, ELA21.5.4, ELA21.5.12, ELA21.5.12e, ELA21.33, ELA.5.41, ELA.5.42 ELA21.5.9a, ELA21.5.9b, ELA21.5.12d, ELA21.5.15, ELA21.5.16, ELA21.5.18, ELA21.23a, ELA21.5.23b, ELA21.26, ELA21.5.27, ELA21.5.28, ELA21.5.30, ELA21.5.38 ELA21.5.22, ELA21.5.21, ELA21.5.24, ELA21.5.12a, ELA21.5.12b, ELA21.5.17, ELA21.5.6, ELA21.5.9d, ELA21.5.36, ELA21.5.7, ELA21.5.9c, ELA21.5.14,ELA21.5.31, ELA21.5.39, ELA21.5.40 | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 6** | | | | | | | |
|  | **Foundational Skills** | | **Reading and Responding** | | **Language Arts** | |  |
|  | **Phonics** | **Word Analysis** | **Comprehension** | **Literature/**  **Reading** | **Writing** | **Grammar** | **Resources** |
| **Lesson 1** | n/a | Prefixes: non-, pre-, con-, mid-; Suffixes ness, ment, ize, ance/ence | Visualizing/Predicting/Sum marizing Main Idea Cause and Effect Making Inferences Character/Setting Point of View | Art Works  pg 584 | Use Historical Fiction to create a Narrative Writing | Nouns, Pronouns, Verbs, Adjectives, Adverbs, Direct Objects, Prepositions, and Prepositional Phrases | U6L1 Art Works  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 2** | n/a | Suffixes -al/-ial, -ant/-ent, -ic/-ical, -ity, -tion/-ation/-ition; Hyphenated Compound Words | Clarifying Visualizing Predicting Making inferences Cause and effect Compare and contrast Character/Plot Point of view | “The Storyteller” Pg. 606 | Use Historical Fiction to create a Narrative Writing | Capitalization, Sentence Types, Conjunctions, Commas | OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 3** | n/a | Prefixes anti-, de-, super-, trans-, inter-; Suffixes ous/eous/ious, ish, ism | Clarifying Making connections Visualizing Cause and effect Main idea and details Compare and contrast | “More Than Meets the Eye” pg 621 |  | Complex Sentences, Participial Phrases, Subject/Verb Agreement, Irregular Nouns and Verbs, Run-Ons, and Sentence Fragments | U6L3 Weekly Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 4** |  | Prefixes: il-, im-, in-, ir-, e-, en-, per-, semi-; Review Suffix ive | Clarifying Predicting Making connections Making inferences Sequence Compare and contrast Character, Plot Figurative Language | “The Last Leaf” pg. 647 |  | Possessives, Verb Tenses, Punctuation in Dialogue, Colons, Semicolons, and Punctuation for Titles of Works | U6L4 Weekly Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 5** |  | Prefixes con- and mid- | Q & A Sessions, Clarifying Misconcepts, Making connections and Inferences, Identifying the Main idea and supporting details, Comparing and Contrasting | “The Voice That Challenged a Nation” pg 669 |  |  | U1l5 Weekly Assessment  OpenCourt Reading Book  Open Court Practice Skills  Open Court Language Arts Handbook |
| **Lesson 6** | Review Unit 6 | Review Unit 6 | Review Unit 6 | REVIEW Unit 6 Lessons 1-5 “The Voice That Challenged a Nation” pg. 685 |  |  | Unit 6 Assessment |
| **Unit 6 Standards:** |  | | | | | | |

**6th Grade ELA Pacing Guide**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** | **Resources** |
| **Grammar**  R6 | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  The eleven comma rules  Fragments  Simple, compound, and complex sentences. | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  The semi-colon  Formal Writing  Simple, compound, and complex sentences | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project | Review and give a quiz/assessment on all grammar conventions taught throughout the year | [No red ink](https://noredink.com)  [Grammar practice exercises](https://chompchomp.com)  [Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature/Reading** | **Major Literary Piece:** Read, analyze, write about, and discuss the *Piecing Me Together* b*y* Renee Watson (**weeks 1-3)** Complete the accordion project    Short Story Unit  “Thank You Ma’am”, “The Gift of The Magi”, “The Lottery”, “Tell Tale Heart”, and “The Ransom of Red Chief”.**(weeks 4-5)**  Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict    Informational texts  **(weeks 7-8)** “My Disabilities Do Not Define Me. I am Jim”, “Shhh, your washing machine might overhear you”, “Beyounce’s new album sparks debate about the politics of music sampling”, and “Why is my ice cream cone so expensive? An inflation explainer”.    Review/Assessment **(week 9)** | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*The Wizard of Oz* by Jennifer Reif (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, write about, and discuss poetry. **(weeks 4-5)**   Poems by: “Mother to Son”, “I, Too”, “A Bird Came Down the Walk”, “Harlem”, and “Daybreak in Alabama”.      Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment  **(week 9)** | **Major Literary Piece:**  (**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Poetry Project:**  Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio.  (**weeks 7-8**) | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices  (weeks 6-8)    Semester Review/Assessment (**week 9**) | [Dialectical journals](https://sumterk12alus-my.sharepoint.com/:w:/r/personal/mhampton_sumter_k12_al_us/Documents/Dialectical%20Journal.docx?d=w832df550eaf04105b677f86461737f79&csf=1&web=1&e=Nqg3VP)  [Vocabulary for Piecing Me Together](https://www.vocabulary.com/lists/6ijvdjx2/piecing-me-together)  [TPCASTT Poetry Analysis](https://sumterk12alus-my.sharepoint.com/:w:/r/personal/mhampton_sumter_k12_al_us/_layouts/15/Doc.aspx?sourcedoc=%7B1EDAE0F4-ED77-4234-B5E4-72ECEF52A180%7D&file=TPCASTT.docx&action=default&mobileredirect=true&wdOrigin=PdfToDocxConversion-Word%20Web) |
| **Writing** | **The Narrative Essay:** Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)** | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)** | **The Annotated Bibliography:** Students will research and report on the benefits and dangers of TikTok. | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.** | [Argumentative Prompts](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html)  **Suggested Narrative Prompts:** Write about your happiest moment, or your scariest moment, or your favorite pastime, or your favorite vacation spot. |
| **Standards** | **R1 – R7** | **R1 – R7** | **R1 – R7** | **R1 – R7** |  |

**7th Grade ELA Pacing Guide**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** | **Resources** |
| **Grammar**  **(R6)** | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  The eleven comma rules  Fragments  Simple, compound, and complex sentences. | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  The semi-colon  Formal Writing  Simple, compound, and complex sentences | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project | Review and give a quiz/assessment on all grammar conventions taught throughout the year | [No red ink](https://noredink.com)  [Grammar practice exercises](https://chompchomp.com)  [Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature/Reading** | **Major Literary Piece:** Read, analyze, write about, and discuss the *The Narrative of the Life of Frederick Douglass* (**weeks 1-3)** Complete the accordion project    Short Story Unit **( Feminism theme) Stories by Flannery O’Connor, Charlotte Perkins, Kate Chopin, Arna Bontemps**  **(weeks 4-5)** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict    Informational texts  **(weeks 7-8)**    Review/Assessment  **(week 9)** | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*Trifles* by Susan Glaspell (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, and write poetry, creating a poetry portfolio. **(weeks 4-5)**   Poems by: Paul Laurence Dunbar, Langston Hughes, Gwendolyn Brooks, Emily Dickinson, St. Millay    Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment  **(week 9)** | **Major Literary Piece:**  Research career topics, learn the research process using AVL.(**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Poetry Project:**  Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio.  (**weeks 7-8**) | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices (weeks 6-8)    Semester Review/Assessment (**week 9**) | [Sanctum Dialectical Journal.docx](https://sumterk12alus-my.sharepoint.com/:w:/r/personal/mhampton_sumter_k12_al_us/Documents/Sanctum%20Dialectical%20Journal.docx?d=w1c5015ca068a4cf99a57223eaf980bdb&csf=1&web=1&e=buKncg) |
| **Writing** | **The Narrative Essay:** Students will plan, revise, edit, and produce   a final product**.      (weeks 8-9)**  **Suggested Narrative Prompts:** Write about your happiest moment, or your scariest moment, or your favorite pastime, or your favorite vacation spot. | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)** | **The Annotated Bibliography:** Students will research the pros and cons of Tik Tok on adolescents | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.** | [Argumentative Prompts](https://www.nytimes.com/2017/03/01/learning/lesson-plans/401-prompts-for-argumentative-writing.html) |
| **Standards** | **R1 – R7** | **R1 – R7** | **R1 – R7** | **R1 – R7** |  |

**8th Grade ELA Pacing Guide**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** |  |
| **Grammar**  **(R6)** | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  Comma rules  Fragments  Simple, compound, and complex sentences. | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  semi-colon rules  Formal Writing  Simple, compound, and complex sentences | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project (teacher’s choice) | Review and give a quiz/assessment on all grammar conventions taught throughout the year | [No red ink](https://noredink.com)  [Grammar practice exercises](https://chompchomp.com)  [Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
|  | **Major Literary Piece:** Read, analyze, write about, and discuss” The Outsiders”  **(weeks 4-5) Read**, analyze, write about, and discuss figurative language found in the novel: simile, metaphor, personification, hyperbole, imagery, and symbolism  Short Story Unit (**weeks 5-6**)  “The Monkey’s Paw”, “The Gift of the Magi”, ”The Necklace” The Lady or the Tiger”    Informational texts  **(weeks 7-8)**    Review/Assessment  **(week 9)** | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*A Raisin in the Sun”*  (**weeks 1-3**)    **Poetry Unit:** Students will read, analyze, and write poetry, creating a poetry portfolio. **(weeks 4-5)**   Poems: “The Road Not Taken”, “And Still I Rise”, “Mother to Son”, “Friend”, “Death Be Not Proud”.    Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment  **(week 9)** | **Major Literary Piece:**  (**weeks 1-4**)    Grammar Project  (**weeks 5-6**)    **Poetry Project:**  Students will read, analyze, write about, and discuss poetry and culminating in a poetry portfolio.  (**weeks 7-8**) | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices  **(weeks 6-8)**    Semester Review/Assessment (**week 9**) | [Dialectical Journal](file:///D:\Dialectical%20Journal%20for%20The%20Outsiders%20by.docx)  [Vocabulary for *The Outsiders*](https://www.vocabulary.com/lists/mexjffmh/outsiders) |
| **Writing** | **The Narrative Essay:** Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)** | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.      (weeks 8-9)** | **The Annotated Bibliography:** Students will research potential careers and determine requirements for obtaining the career of their choice along with the average pay, and occupational outlook. | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.** |  |
| **Standards** | **R1 – R7** | **R1 – R7** | **R1 – R7** | **R1 – R7** |  |

**9th Grade ELA Pacing Guide**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focus** | **1st Nine Weeks** | **2nd Nine Weeks** | **3rd Nine Weeks** | **4th Nine Weeks** | **Resources** |
| **Grammar** | Parts of Speech  Sentence Structure  S-V Agreement  Informal Writing  The eleven comma rules  Fragments  Simple, compound, and complex sentences. | P-A Agreement  Active/Passive Voice  Sentence Structure  S-V Agreement    w/phrases  The semi-colon  Formal Writing  Simple, compound, and complex sentences | The Five brush strokes  Commonly confused words  Revisit s-v agreement, p-a agreement, sentence structure, active/passive verbs.    Grammar Project | Review and give a quiz/assessment on all grammar conventions taught throughout the year | [No red ink](https://noredink.com)  [Grammar practice exercises](https://chompchomp.com)  [Grammar Instructions/Exercises](https://owl.purdue.edu/owl/general_writing/grammar/index.html) |
| **Literature** | **Major Literary Piece:** Read, analyze, write about, and discuss the autobiography *The Pact* by Drs. Sampson Davis, George Jenkins, and Rameck Hunt  Literary Devices: Foreshadowing, cliché, characterization, foil, conflict, allusion, epiphany, analogy (**weeks 1-4)**    Short Story Unit **(weeks 5-6)** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict    Informational texts **(weeks 7-8)**    Review/Assessment **(week 9)** | **Major Literary Piece:** Read, analyze, write about, and discuss the play,*Romeo and Juliet* by William Shakespeare (**weeks 1-3**)    C:\Users\mhampton\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A97A0D57.tmp**Poetry Unit:** Students will read, analyze, and poetry, creating a poetry portfolio. **(weeks 4-5)**    Informational Text: Students will read, analyze, and write a rhetorical precis for several non-fiction texts. **(weeks 6-7)**    Review/Assessment **(week 9)** | **Major Literary Piece:**  Research career topics, learn the research process using AVL.(**weeks 1-4**)    Grammar Project (**weeks 5-6**)    **Short Story Unit:** Read, analyze, write about, and discuss figurative language found in short stories: tone, mood, metaphors, irony, similes, diction, setting, plot summary, conflict (**weeks 7-8**) | **Major Literary Piece:** Read, analyze, write about, and discuss a novella (teacher’s choice) (**weeks 3-4**)    Grammar Review **(week 5)**    Review Literary Devices (weeks 6-8)    Semester Review/Assessment (**week 9**) | [The Pact Teaching Unit](https://teachers.ucsf.edu/pact#:~:text=Chapter%201%20Dreaming%20Big%20%2D%20George,10%20A%20Different%20World%20%2D%20Rameck)  Dialectical Journal |
| **Writing** | **The Narrative Essay:** Students will plan, revise, edit, and produce   a final product**.      (weeks 8-9)** | **The Descriptive Essay:**  Students will plan, revise, edit, and produce a final product**.     (weeks 8-9)** | **The Annotated Bibliography:** Students will research potential careers and determine requirements for obtaining the career of their choice along with the average pay, and occupational outlook. | **The Argumentative Essay:** Students will plan, revise, edit, and produce a final product (**weeks 1-2**)**.** |  |
| **Standards** | **R1 – R7** | **R1 – R7** | **R1 – R7** | **R1 – R7** |  |