Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 14, 2023 7:00 PM

Attendance Taken at 7:00 PM.

Paul Duer: Present

Matt Hastings: Present

Jill Hochstein: Present

Ryne Seaman: Present

Danielle Shipley: Present

Shawn Svoboda: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 9, 2023.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

1.5. **1.5 Mission The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Public Hearing on Parent Involvement Policy 5018 and request input from the public in regard to potential policy changes

There was no input from the public.

4. Reports

4.1. Administrator Reports

Written reports were received from the administrators.

4.1.1. Superintendent's Report

The York Regional Meeting is August 24, 2023. The budget meeting will be Monday, August 28, 2023. The new teacher meetings were great, and the para training was greatly appreciated. Education for Administrators around Human Trafficking in Seward County. The State Board Summary can be found on the board of education website. We

will have Kratos results in September. Please read the EPIC article about SHS on the Doane Website.

5. Discussion Items

5.1. Budget Discussion with Revenue Cap

Dr. Fields discussed the revenue cap and what it would look like the next few years.

5.2. Summer School Summary

Dr. Dominy gave the board an update on summer school and how it went in all buildings.

5.3. Externships

Mr. Axt and 10 teachers attended the externship day, and it was an amazing experience.

6. Action Items

6.1. K-12 Language Arts Standards Adoption

Motion to approve the K-12 Language Arts Curriculum as presented. Passed with a motion by Paul Duer and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.2. Second Reading of New and Revised Policies

Motion to approve the second reading of the new and revised policies as presented. Passed with a motion by Jill Hochstein and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.3. Parent Involvement Policy 5018

Motion to reaffirm policy 5018 as presented. Passed with a motion by Shawn Svoboda and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.4. Bullying Policy 5054

Motion to reaffirm policy 5054 as presented. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.5. 5001 Attendance and Excessive Absenteeism Policy

Motion to reaffirm policy 5001 attendance and excessive absenteeism Passed with a motion by Danielle Shipley and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

7. Future Agenda Items

Career Guidance

8. Consent Agenda

8.1. Approval of Minutes

8.2. Approval of Financial Reports

8.2.1. Treasurer

8.2.2. Budget

8.2.3. Activities

8.2.4. Athletic

8.3. Approval of Claims

8.3.1. General Fund

8.3.2. Special Building Fund

8.3.3. Depreciation Fund

8.3.4. Unemployment Fund

8.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Paul Duer and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

9. Adjournment

Motion to adjourn the meeting 8:17 PM with the next budget meeting on August 28, 2023 at 5:30 p.m. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

Please publish the following legal notice in the August 9, 2023 edition of the *Seward County Independent.* Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 14, 2023 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to http://SewardPublicSchools.org/ and find the eMeeting link.

5018
Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.

    a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
    b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
    c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.

    a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.

3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.

   a. Building principals may excuse a student from any single school experience at the parent's written request.

   b. When appropriate, alternative experiences will be provided for the student by the school.

4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.

6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.

   a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

   b. State Assessments

      State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.

   a. The principal must approve all surveys intended to gather information from students before they are administered to students.

   b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: June 14, 2010
Revised on: August 15, 2017, November 9, 2020
Reviewed on: _____

School District of Seward Board Report

August 14, 2023

Jessica Dominy, Principal

Seward Elementary School

Enrollment: as of August 7, 2023

- Preschool: 65
- Kindergarten: 76
- 1st Grade: 93
- 2nd Grade: 90
- 3rd Grade: 100
- 4th Grade: 91
- Total: 515

Upcoming Seward Elementary Events:

- Monday, August 14th: Open House (5:00 - 6:30 PM)
- Wednesday, August 16th: 1st Day of School (1:15 Elementary Dismissal)
- Thursday, August 17th: 1st Day of Preschool
- August 29th: PLC Day
- Thursday, August 31st: School Picture Day
- Monday, September 4th: No School, Labor Day

First Day of School Celebration:

The first day of school is Wednesday, August 16th. Our theme for the 23-24 school year is "A League of our Own" This baseball themed year will surely be a grand slam, filled with many exciting times: making new friends, reconnecting with old friends, new learning experiences, collaborating with classmates, and so much more! Our year will kick off with our first day of school celebration on August 16th outside, where students will line up with their new teachers and walk into the building together. We are looking forward to all the fun this school year will have to offer!

Staffing Changes:

We have three new teachers joining Seward Elementary this year: Brittany Carroll (3rd), Megan Connot (speech path), and Halee Emerson (speech path). We also hired several new paraprofessionals: Kirstan Longsine, Donna Diekmann, Colleen Funke, Caitlin Sharkey, and Stephanie Whisler. Each of these ladies will bring a great deal of talents to our building. We are lucky to have them join the SES team!

Strategic Planning:

This year, we will enter year five in our strategic planning process. We are looking forward to wrapping up our plans this year and moving into the planning process for the years to come. Action teams will begin their work right away during fall workshop and will continue throughout the year.

Thank You!

Our building is clean, organized, and ready for students, thanks to the maintenance team and Campbell's! I greatly appreciate how much time and effort went into preparing our school for the upcoming year. The carpet and paint look wonderful! Thank you to Heidi and Christine at the District Office, and Michelle Austin, Melissa Schaefer, Katie Welch, and Jamie Fields as well! They made sure teachers have orders in their classrooms over the summer.

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
14 *August, 2023*

1. Middle School Activities.

14 August - Middle School Open House, 1800-1900 hrs. (6:00-7:00 pm).
- 5th Grade student tours begin at 1730 hrs. (5:30 p.m.).

16 August - School starts, 1330 dismissal (1:30 pm)

4 Sept. – Labor Day, No School

*Football and volleyball practices will start on Monday, 21 August with games beginning in mid September. Cross country practice will start on Friday, 18 August as their first meet is on 31 August.

2. Staffing.

Two new full-time teachers will be blessing our hallways at the middle school this year. Mrs. JaLena Slack will be teaching 7th grade math classes and Mr. Joshua Taylor will be teaching 7th grade English Language Arts. We are also still working on hiring another para professional in the middle school.

3. Outdoor Education.

Our Outdoor Ed. experience for 6th graders and HS camp counselors at Camp Carol Joy Holling will take place from 23-25 August. Mr. Schlegel has been making all the preparations and communicating with those involved as we move forward in providing this unique educational experience for our kids.

4. Enrollment.

We are currently at **427** but nothing definite as we get new students coming in daily and getting requests for records of students who moved during the summer. These numbers hopefully are close to what we will begin with.

Aug. 2023	Aug. 2022	Aug. 2021	Aug. 2020
5th Grade - 109	5th Grade - 93	5th Grade - 113	5th Grade - 109
6th Grade - 90	6th Grade - 110	6th Grade - 105	6th Grade - 101
7th Grade - 111	7th Grade - 110	7th Grade - 103	7th Grade - 111
8th Grade - 117	8th Grade - 105	8th Grade - 108	8th Grade - 110
TOTAL **427**	TOTAL **418**	TOTAL **429**	TOTAL **431**

5. Open House.

Our middle school Open House will take place on Monday, 14 August. New students and all 5th graders are invited to come as early as 5:30 pm while the rest of the students and their families will be welcomed between 6:00-7:00 pm. It is designed to give students and their parents an opportunity to get a look at the building, meet and greet teachers, bring in paper work and supplies as well as reduce some of the first day anxieties new students and some 5th grade parents get. I plan to meet with 5th grade and new parents in the gym at 6:15 pm to provide some basic information.

Board of Education Report
August 2023
Seward High School
Scott Axt-Rich Eber-John Moody

SHS Back to School Newsletter
Please see our back-to-school newsletter at: t.ly/WBt3h

Freshman and New Student Orientation
Seward High School will be hosting a freshman and new student orientation on Monday, August 14th at 7:00 p.m. in the new theater. (Doors will open at 6:30 if students want to arrive early to start getting their T-shirts, schedules, fill out paperwork, etc. to beat the rush, and learn more about student activities (tables will be set up in the main gym for more information) Parents/guardians and students will have an opportunity to visit classrooms, meet teachers, find lockers, and get acclimated with the building. Information will also be provided regarding schedules, school policies, college planning, activity tickets, the automated lunch program, school organizations, and other relevant school information. We encourage parents/guardians to come prepared to put money in their son or daughter's lunch account and to pay for activity tickets before school starts to avoid the rush on the first few days of school. This should be an exciting night to continue transitioning to high school.

First Day of School
The first day of school will be on Wednesday, August 16. The schedule for the day will be a shortened bell schedule with an 8:15 a.m. start and a 1:30 p.m. end. Lunch will be served. Students will be given an information packet that includes health insurance forms, school lunch information, health history, student demographic updates, and other school-related information. Completed forms from the information packet need to be returned to the high school office by Monday, August 21st.

Building Preparation
The custodial and maintenance department has been hard at work preparing Seward High School for the first day of school this summer. A special thanks to Tom and Adam, the summer maintenance crew, and Seward High School custodians.

Staying Connected with Seward High School
Building/District Website: www.sewardpublicschools.org
Facebook: http://www.facebook.com/sewardpublicschools
Twitter Athletic Updates: @SewardBlueJays
Activity Calendar: www.centralconference.org
Staff Email: firstname.lastname@sewardschools.org

Activities
Fall sports officially began on August 7th. Preliminary Pre-Season numbers look to be very large in the majority of the fall sports.
As a result of the success of last year's new Sports Parent Meeting format, it will be run the same as last year's trial run. Mr. Moody will meet with only freshmen parents and parents of 1st-time participants in activities at 6:30 pm, all parents will continue to attend a break-out meeting with the coach of their child's sport following the general session.

Enrollment numbers as of August 7, 2023
9th-125
10th-126
11th-124
12th-120

School District of Seward
Board Report
Shannon Hall-Schmeckpeper, Director of Special Services
August 14, 2023

Welcome to the 2023-2024 school year!

We have a few new staff joining us in special education. Megan Connot and Halee Emerson are both speech-language pathologists. Megan will be working with students in grades 2, 3, and 4, as well as those in the life skills program at the elementary school. Halee will be serving students in Kindergarten and 1st grade, as well as those at Non-Public Schools who qualify for speech-language services. Megan and Halee will be great additions to our team.

We also welcome several new paras to the district this year: Amanda Hinds and Stephanie Foos at the High School; Elizabeth Dunning at the Middle School; Kirsten Longsire, Donna Diekmann, Caitlyn Sharkey, and Stephanie Whisler at the Elementary School. They join a strong group of paraeducators!

I am excited that we are able to offer a para educator training day to our para staff this year. In the morning, we had 5 different sessions that para educators could choose from for their professional learning. Then in the afternoon para educators had time to meet with their supervising teachers to discuss roles, responsibilities, and individual student needs.

Morning Schedule

9:00-9:15	Welcome- Dr. Fields: Multipurpose Room-All Staff Shannon- Overview of the day				
9:15-10:00	Amanda Giedel Multipurpose Room-All Staff Understanding and using accommodations and modifications effectively to support student learning.				
	Room-Beth Room 135	Room-Erin Room 128	Room-Nate Room 141	Room-Lori Room 131	Room-Amanda MP Room
10:05-10:45	Session 1	Session 2	Session 3	Session 4	Session 5
10:50-11:30	Session 1	Session 2	Session 3	Session 4	Session 5
11:35-12:15	Session 1	Session 2	Session 3	Session 4	Session 5

12:15-1:00	Lunch Provided
1:15-3:00	Time with individual staff

Presenter	Location	Topic
Amanda Geidel	Multi-Purpose Rm	Using prompting systems to engage learners: most-to-least, least-to-most, time delay, and gradual guidance procedures.
Beth Seegebarth	Rm 135	How to respond to students' behavior and use de-escalation strategies.
Lori Voss	Rm 110	Your roles and responsibilities in working with high-need students in the general education classroom.
Erin Collins	Rm 128	Your role in helping students access the curriculum/grade level content in the general education classroom.
Nate Stepp	Rm 141	Understanding disability categories, how kids qualify for special education services, and confidentiality.

I would like to thank you for your commitment to our para-educator staff. This is a hard-working group of individuals and the pay increase and PTO package that you were able to approve as a board communicates how much you valuable the jobs they do to support students and staff.

As of August 1, we have a total of 304 students who are receiving special education services. This includes 34 students in the preschool and 9 children that are served at home on IFSPs. We have 39 students that are eligible for a 504. We have 137 students that are identified as HAL. We have 4 students that are identified as needing ELL support. These numbers will fluctuate as we have students move in and out of the district.

As a district we will have a busy year with implementing a new ELA curriculum, preparing for the external visit in October, and starting our new strategic plan. Again, thanks for all you do to support us!

Dr. Shannon Hall-Schmeckpeper

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434

Dr. Matt Dominy
Director of Curriculum and Staff Development
Phone: (402) 643-2941
FAX: (402) 643-4986

August 2023 Board Report for Curriculum and Staff Development

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Board Members,

I hope you all had a wonderful summer, as you can see below and in the other reports, we have been busy preparing for the new school year, which I am sure is going to be a year filled with learning, memories, relationships, etc. Thank you for your support as we begin the new school year.

Curriculum

This summer we have created our English Language Arts curriculum guides. I am very thankful to the teachers for their hard work and perseverance in creating documents and a plan for how each student in our school district will be successful in ELA. At the August board meeting, I will share with you our progress and ask for your approval of the curriculum documents.

Instruction

Any educational journal or website is loaded with information about Artificial intelligence and all of the apps that are being designed for education. We are currently reviewing these apps and searching for opportunities to support our teachers as well as our students with these products. Ultimately, AI may make some routine tasks easier, however, we believe that we need students and teachers who are critical consumers of information. We need to ensure that we support our students with a strong core education and our teachers continue to grow and reflect on their practice, if these two things are in place AI can help streamline things that don't require critical thinking.

Staff Development

Our new teachers attended the Effective Instruction Series which is organized by ESU #6 and was held at Seward Middle School this year. This training is a great way for us to get to know the new staff and for new staff to get to know each other. I am proud to say that the principals have done an outstanding job selecting teachers who want to get better, love learning, and want

to do what is best for kids. New teachers were brought up to speed on a variety of content and research based instructional strategies.

Fall workshop is a great opportunity to work with our staff on our strategic plan priorities. Our plan for Fall workshop covers everything from ELA training/work time to Blood borne pathogens and everything in between. Our strategic planning teams will be working together to identify priorities and plan their work for the school year. The Fall workshop Agenda is attached to this report.

Assessment

The NDE assessment department is wrapping up their work with standard setting. When the student data is updated and no longer under an embargo, I will plan on sharing available data with you. We have had the opportunity as a district to have a voice regarding assessments and we will continue to use this voice to help craft a quality assessment system in Nebraska.

I look forward to a fantastic school year and I thank you for your support.

Dr. Matt Dominy

Fall Workshop 2023

Please watch for digital updates from Dr. Dominy

Elementary

Required Trainings to be completed on the 11th, 14th, 15th at your discretion:
Username is your SPS Email
Bullying: https://sewardschools-ne.safeschools.com/login
Blood Borne Pathogens: https://sewardschools-ne.safeschools.com/login
Sexual Harassment: Student Issues and Response https://sewardschools-ne.safeschools.com/login

Friday, August 11

7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)
8:15-8:30 Welcome back reception- In commons
8:30-11:30 Reading Organization/Planning Time
11:30-12:30 Lunch on your own
12:30-1:30 Action Team Meetings
1:30-4:00 Grade Level Meetings

Monday, August 14

7:45-8:30- All Staff Breakfast- HS Cafeteria
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings- MP Room
Required Training: School safety and security plan, Teacher Evaluation
12:00-1:00- Lunch On Your Own
1:00-2:30 - Building Meetings Continued
2:30-3:00 Counselors meeting ES Conference RM
3:00-3:30 Nurses Meeting- ES Conference RM
2:30-3:30- All HS coaches-SHS Lib.
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
3:30-4:00- Varsity Head Coaches- SHS Lib.

Tuesday, August 15

7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)
8:00-9:00 Para Meeting - Multipurpose RM
8:00-9:00 Required Self-Directed PD- In your room (see above and Seizure Training if you are new staff)https://learn.epilepsy.com/courses/school-personnel-OD-v2
9:00-11:00 ELA Planning/Problem Solving
11:00-12:00 Required Self-Directed PD-In your room (see above and Seizure Training)
12:00-1:00— SEA Luncheon- HS cafeteria

1:30-2:30 Med Aide Training-SMS art room
1:30-2:30- Crisis Team Meeting- SMS library
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Library
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose RM

Middle

Required Trainings to be completed on the 11th, 14th, 15th at your discretion:
Username is your SPS Email
Bullying: https://sewardschools-ne.safeschools.com/login
Blood Borne Pathogens: https://sewardschools-ne.safeschools.com/login
Sexual Harassment: Student Issues and Response https://sewardschools-ne.safeschools.com/login
Friday, August 11
7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)
8:15-8:45 Welcome back reception- SMS Library
8:45-11:30 Team Level Meetings
11:30-12:30 Lunch on your own
12:30-1:30 Action Team Meeting
1:30-3:30 Student Well-Being Curriculum review, expectations, planning.- MS Library
Monday, August 14
7:45-8:30- All Staff Breakfast- HS Cafeteria
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings-MS Library
Required Training: Dating Violence Prevention, School safety and security plan, Teacher Evaluation
12:00-1:00- Lunch On Your Own
1:15 - 2:30 Building Meetings Continued
2:30-3:00 Counselors meeting SES Conf. Room
3:00-3:30 Nurses Meeting- SES Conf. Room
2:30-3:30- All HS coaches-SHS Lib.
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
3:30-4:00- Varsity Head Coaches- SHS Lib.
Tuesday, August 15
7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)
8:00-10:00 Required Self-Directed PD-In your room (see above and Seizure Training for new staff https://learn.epilepsy.com/courses/school-personnel-OD-v2
10:00-12:00 ELA Check-in, Problem solving, Planning, Special education support- SMS Library(ELA and SPED)
12:00-1:00— SEA Luncheon- HS cafeteria
1:30-2:30 Med Aide Training- SMS Art room
1:30-2:30- Crisis Team Meeting- SMS library
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Library

Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose Room

High

Required Trainings to be completed on the 11th, 14th, or 15th at your discretion:
Username is your SPS Email
Bullying: https://sewardschools-ne.safeschools.com/login
Blood Borne Pathogens: https://sewardschools-ne.safeschools.com/login
Sexual Harassment: Student Issues and Response https://sewardschools-ne.safeschools.com/login

Friday, August 11
7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)
815-8:45 South Lobby Welcome Back reception
9:00-10:00- Action Team Meetings
10:00- 11:00 Department Meetings
11:00-12:00 Worktime
1200--100 Lunch on your own
1:00-3:00 ELA Work Time- Problem Solving, planning, Etc.

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7:45-8:30- All Staff Breakfast- HS Cafeteria
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Required Training: Dating Violence Prevention, School safety and security plan, Teacher Evaluation
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Tuesday, August 15th
7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)
8:00-9:30- Required Self Directed PD-In your room (see above and Seizure Training for new teachers)https://learn.epilepsy.com/courses/school-personnel-OD-v2
9:30-11::45 Update Canvas Websites- Teacher support available.
12:00-1:00— SEA Luncheon- HS cafeteria
1:00-2:30- Crisis Team Meeting- SMS library
1:30-2:30 Med Aide Training- SMS art room
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Library
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose RM

On June 22, 2023, Mr. Axt and nine HS teachers, and one elementary staff member joined the Seward Chamber of Commerce on a tour of four Seward businesses.

The first stop of the day was at Memorial Hospital. The group was given a tour of the entire facility by Mr. Roger Reamer (CEO) and Mr. Corey Mann (Director of Human Resources). After the tour, Mr. Reamer and Mr. Mann shared some excellent information on the hospital and the challenges that they are facing in filling positions, and their recruitment strategy. The visit concluded with a question and answer session on how we could collaborate going forward.

The second stop of the day was a tour and round table discussion with Max Wake and Michelle Spahr of Jones Bank. Mr. Wake gave us a historical background of the business and explained the goals and objectives for the business. There was a very good discussion at the end of the visit about our business curriculum at SHS and the skills that the bank was looking for in their employees.

The group then headed south of town for a visit to Seward Motor Freight. The group had a working lunch as they were very kind and provided lunch for all of our staff. We had a great presentation from several members of the Seward Motor Freight team everywhere from the mechanic shop to accounting. They gave us a full background of their business and they shared some great information with our team. Our group as a whole did not have much knowledge about the business and the challenges they were facing. We all knew there was a shortage of drivers but we were very surprised to hear that they couldn't hire drivers due to insurance until they were 23.

This was frustrating for the business as it was hard to attract candidates from a younger age and they told us that they usually saw younger drivers interested after they had failed in a couple of different career moves before they could hire them. Both sides agreed how this put them at a disadvantage in attracting recent school graduates.

They gave us a complete tour and shared all details of the operations and qualifications, salary, and benefits for their employees. We ended the visit by taking a close look at one of their newest trucks and many of the group had a good time climbing in the truck and getting behind the wheel for a quick picture.

The last stop for the day was at Laminated Wood Systems. It would be fair to say that nearly all of the group had yet to learn that this business existed West of La Cretta. We were greeted by several members of their team and given a tour of the facility. They showed us several of their products including their new prototype of an underground support system for city streets. It was really interesting to see the design process. They did a great job of answering all questions and we found that there were many different types of positions at the facility from linemen to sales to architectural design and drafting.

Overall, it was a great experience for our team and all of the team was thankful for the opportunity. It gave them tremendous insight into more of the career opportunities for people in

the Seward community. We also thought it was beneficial for the business partners as they had good questions and learned quite a bit about our school and the programs that we offer our students. They were all very impressed with the opportunities that we provide for our students and it sparked good conversations about potential job shadowing opportunities, possible internships, speaking opportunities, and knowledge of skills/training that our local employees value.

We believe in an aligned and scaffolded curriculum K-12.

We believe that language arts instruction should be standards based.

We believe language arts curriculum should equip all students to communicate effectively and develop critical thinking skills in order to be successful, productive members of society. (college and career readiness)

We believe in fostering an appreciation of reading and writing in each student in all curricular areas

The purpose of our K-12 language arts curriculum is to prepare students with the necessary skills in reading, writing, speaking, and listening to communicate effectively in their world.

Priorities after reviewing standards and Science of Reading

Strong Foundational program, ideally with little supplementing needed,
Strong background knowledge, vocabulary building program
A balance of Fiction and Non-Fiction
Writing instruction that supports reading instruction
Dedicated grammar Resources

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Concepts of Print				
Foundati	**LA.K.F.1**	*Demonstrate knowledge of the organization and basic concepts of print.*	Teacher's Edition Unit 1: T480, 520, 522 Unit 2: 508, 510 Unit 3: T60, 346, 496, 498 Unit 4: T496, 498 Unit 5: T498, 500	Students will demonstrate basic concepts of print.	knowledge, concepts of print	Introduce
	LA.K.F.1.a	a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.	Teacher's Edition Unit 1: S43, S73 Unit 4: T456 Unit 5: T146, 216, 458	Students will demonstrate basic concepts of print.	knowledge, concepts of print	Introduce
	LA. K.F.1.b	b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.	Teacher's Edition Unit 1: S52, S82, T260, 280, 302, 384, 444 Unit 2: T110, 280, 290, 436, 446 Unit 3: T184, 300, 308, 378, 386, 456, 464 Unit 4: T60, 68, 138, 184, 224, 278, 300, 346, 434, 464, 494 Unit 5: T224, 280, 310, 348, 358, 388, 426, 436, 466, 496	Students will demonstrate basic concepts of print.	knowledge, concepts of print	Introduce
	LA.K.F.1.c	c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.	Teacher's Edition Unit 1: S94; T118, 260, 432, 434, 446, 456, 468, 508, 520 Unit 2: T50, 58, 90, 120, 132, 508 Unit 3: T8, 28, 38, 60, 358, 496 Unit 4: T28, 496 Unit 5: T172, 336, 414, 498	Students will demonstrate basic concepts of print.	knowledge, concepts of print	Introduce
	LA.K.F.1.d	d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.	Teacher's Edition Unit 1: S34, S64; T28, 38, 110, 120, 140, 202, 222, 310, 324, 362, 384, 392, 406, 454, 466, 480, 488, 518, 522, 523 Unit 2: T38, 72, 120, 146, 154, 202, 288, 290, 338, 358, 368, 390, 398, 468, 506, 510, 511 Unit 3: T68, 106, 116, 138, 146, 194, 216, 224, 424, 494, 498, 499 Unit 4: T86, 146, 308, 378, 424, 494, 498, 499 Unit 5: T60, 68, 138, 302, 328, 380, 496, 500, 501	Students will demonstrate basic concepts of print.	knowledge, concepts of print	Introduce
		Phonological Awareness				
	LA.K.F.2	*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*	Teacher's Edition Unit 1: S14, S20, S26, S44, S50; T14, 42, 56, 102, 108, 130, 138, 149, 156, 190, 212, 231, 238, 278, 300, 318, 319, 326, 360, 382, 401, 408, 450, 464, 483, 490 Unit 2: T26, 48, 56, 66, 67, 74, 108, 130, 138, 149, 156, 190, 231, 238, 286, 300, 315, 322, 350, 356, 364, 372, 392, 393, 400, 434, 442, 471, 478 Unit 3: T26, 34, 63, 70, 104, 112, 141, 148, 182, 190, 219, 226, 274, 288, 303, 310, 344, 352, 381, 388, 422, 430, 438, 459, 566 Unit 4: T 34, 48, 54, 63, 70, 112, 141, 148, 182, 190, 226, 266, 274, 310, 344, 352, 388 Unit 5: T26, 34, 48, 54, 63, 70, 104, 112, 126, 132, 141, 148, 182, 190, 219, 226, 268, 276, 305, 312, 340, 346, 354, 362, 382, 383, 390, 432, 440, 460, 461, 468	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
	LA.K.F.2.a	a. Segment and count spoken sentences into words.	Teacher's Edition: Start Smart: S14, S20, S26 Unit 3: T18 Unit 4: T350, T372, T392	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
	LA.K.F.2.b	b. Recognize and begin to produce oral rhymes.	Teacher's Edition Unit 1: T102, 124, 148, 208, 478, 493, 497, 533 Unit 2: T20, 42, 66, 428, 450, 470 Unit 3: T44, 46, 198, 284, 360, 458 Unit 4: T44, 46, 98, 102, 120, 140, 338, 360, 380 Unit 5: T98, 120, 140	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
	LA.K.F.2.c	c. Count, produce, and segment spoken words into syllables and identify syllable parts.	Teacher's Edition Unit 1: S74, S80, S86, S92, S96; T436, 458, 482 Unit 2: T184, 206, 230 Unit 3: T20, 42, 62 Unit 4: T282, 302, 416, 438, 458 Unit 5: T20, 42, 62, 176, 198, 218, 262, 284, 304	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
	LA.K.F.2.d	d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).	Teacher's Edition Unit 1: T20, 42, 66, 184, 206, 230 Unit 2: T102, 124, 148, 272, 294, 314 Unit 3: T98, 120, 140, 302 Unit 4: T20, 42, 176, 198	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
	LA.K.F.2.e	e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").	Teacher's Edition: Unit 3: T184, T206 Unit 5: T20, T42, T62 Unit 9: T20, T176, T198, T218 Unit 10: T284, T304	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Foundations of Reading	LA.K.F.2.f	f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	Teacher's Edition Unit 1: T430, 442, 472, 482, 483, 490 Unit 2: T67, 74, 148, 156, 220, 230, 231, 238, 314, 315, 322, 378, 384, 392, 393, 400456, 462, 470, 472, 478 Unit 3: T126, 132, 148, 218, 294, 303, 310, 366, 372, 381, 388 Unit 4: T62, 288, 294, 310, 458, 466 Unit 5: T390, 412, 424	Students will produce syllables and sounds in spoken words	phonemes, syllables, produce	Introduce
		Phonics and Word Analysis				
	LA.K.F.3	*Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.*	Teacher's Edition Unit 1: T151, 158, 233, 240, 280, 286, 302, 321, 328, 329, 362, 368, 384, 403, 410, 411, 444, 466, 485, 492, 493 Unit 2: T28, 34, 50, 110, 116, 132, 192, 198, 214, 233, 240, 241, 280, 286, 316, 317, 324, 358, 394, 395, 402, 436, 442, 472, 473 Unit 3: T28, 34, 64, 65, 72, 106, 112, 142, 143, 150, 184, 190, 220, 221, 228, 268, 304, 305, 312, 346, 352, 382, 383, 390, 424, 430, 460, 461, 468 Unit 4: T28, 34, 64, 65, 72, 106, 112, 142, 143, 150, 184, 190, 210, 220, 221, 228, 268, 274, 294, 304, 305, 312, 346, 352, 372, 382, 383, 390, 424, 430, 460, 461, 468 Unit 5: T28, 34, 64, 65, 72, 106, 112, 142, 143, 150, 184, 190, 220, 221, 228, 270, 276, 306, 307, 314, 348, 354, 384, 385, 392, 426, 432, 462, 463, 470	Students will use phonics and decoding skills to read and write words.	phonics, decoding, encoding	introduce
	LA.K.F.3.a	a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.	Teacher's Edition Unit 1: T14, 26, 28, 34, 36, 38, 48, 50, 56, 58, 178, 190, 192, 198, 200, 202, 212, 214, 220, 222, 266, 278, 280, 286, 288, 290, 300, 302, 308, 310, 320, 327, 332, 348, 360, 362, 368, 370, 372, 382, 384, 390, 392, 402, 408, 414, 430, 442, 444, 450, 452, 454, 464, 466, 472, 474, 533 Unit 2: T96, 108, 110, 116, 118, 120, 132, etc. Unit 3: T14, 26, 28, 34, 36, 38, 54, 142, 170, 182, 184, 190, 192, 194, 210, 254, 266, 268, 274, 276, 278, 294, 332, 344, 346, 352, 354, 356, 372, 382, 410, 422, 424, 430, 432, 434, 450, 511 Unit 4: T28, 34, 64, 65, 72, 106, etc. Unit 5: T412, 424, 426, 432, 436, 452			Introduce
	LA.K.F.3.b	b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.	Teacher's Edition Unit 1: T96, 108, 110, 116, 118, 120, 130, 132, 138, 140, 150, 151, 157, 162, 212, 220, 308, 390, 430, 450, 452, 464, 472 Unit 2: T14, 26, 28, 34, 36, 38, 56, 58, 68, 69, 75, 76, 80, 266, 278, 280, 286, 288, 290, 306, 316, 323, 328, 366, 422, 442, 444, 478, 521 Unit 3: T92, 104, 106, 112, 114, 116, 132, 142, 149, 154, 220, 410, 430, 444, 450, 467, 511 Unit 4: T14, 26, 28, 34, 36, 38, 54, 64, 71, 76, 190, 410, 430, 444, 511 Unit 5: T14, 26, 28, 34, 36, 38, 54, 64, 71, 76, 92, 104, 106, 112, 114, 116, 132, 142, 149, 154, 170, 182, 184, 190, 192, 194, 210, etc.			Introduce
	LA.K.F.3.c	c. Decode consonant-vowel-consonant (CVC) words.	Teacher's Edition: Unit 1: T109, T130, T138, T151, T158, T191, T212, T220, T233, T240 Unit 2: T279, T287, T300, T321, T328, T361, T369, T382, T451, T465 Unit 3: T27, T35, T48, T56, T76, T117, T130, T151, T158, T199, T213 Unit 4: T287, T300, T316, T324, T357, T379, T394 Unit 5: T27, T64, T72, T105, T113, T142, T150, T183, T191, T221, T228 Unit 6: T267, T275, T304, T345, T353, T382 Unit 7: T27, T35, T63, T113, T142, T191, T220 Unit 8: T267, T275, T345, T382	Students will use phonics and decoding skills to read and write words.	phonics, decoding, encoding	introduce
	LA.K.F.3.d	d. Encode consonant-vowel-consonant (CVC) words.	Teacher's Edition: Unit 1: T100, T199 Unit 2: T287, T301, T309, T369, T383, T473 Unit 3: T35, T49, T117, T131, T139, T199, T213 Unit 4: T287, T300, T307, T365, T385, T443 Unit 5: T49, T55, T113, T127, T133, T191 Unit 6: T275, T289, T295, T367	Students will use phonics and decoding skills to read and write words.	phonics, decoding, encoding	introduce
	LA.K.F.3.e	e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Teacher's Edition Unit 1: T300, 382 Unit 2: T48, 69, 130, 151, 212, 300, 378, Unit 3: T48, 126, 204, 288, 366, 444 Unit 4: T48, 126, 204, 444 Unit 5: T48, 126, 204, 290, 368, 446	Students will use phonics and decoding skills to read and write words.	phonics, decoding, encoding	introduce
		Fluency				
	LA.K.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.*	Teacher's Edition: Unit 1: T16, T98, T180 Unit 2: T268, T350 Unit 3: T16, T98, T174, T180 Unit 4: T268, T346 Unit 5: T16, T94, T172 Unit 6: T256, T334 Unit 7: T16, T94, T172 Unit 8: T256, T334	Students will read grade level texts accurately and fluently with expression.	accuracy, phrasing, expression, prosody, comprehension	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.K.F.4.a	a. Recognize upper and lowercase letters automatically and accurately.	Teacher's Edition: Unit 1: T39, T51, T59, T111, T121, T193, T203, T215, T223, T229, T237 Unit 2: T281, T291, T311, T363, T373, T385, T393, T455, T467, T475 Unit 3: T39, T51, T59, T111, T121, T133, T141, T203, T215, T223 Unit 4: T291, T313, T321, T359, T369, T391, T399, T405, T437, T447 Unit 5: T29, T39, T75, T107, T117, T147, T150, T185, T195, T217, T225, T231 Unit 6: T269, T279, T347, T357, T425, T435 Unit 7: T29, T39, T69, T75, T107, T117, T147, T153, T185, T195, T225, T231 Unit 8: T269, T279, T309, T312, T315, T331, T347, T357, T387, T390, T393, T409, T425, T435, T461, T465, T468, T471 Unit 9: T29, T39, T107, T117, T185, T195 Unit 10: T271, T281, T349, T359, T385, T392, T395, T427, T437, T463, T470	Students will read grade level texts accurately and fluently with expression.	accuracy, phrasing, expression, prosody, comprehension	Introduce
	LA.K.F.4.b	b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.	Teacher's Edition Unit 1: T28, 38, 50, 58, 64, 70, 72, 77, 78, 110, 120, 132, 140, 146, 152, 154, 159, 160, 192, 202, etc. Unit 2: T28, 38, 50, 58, 64, 70, 72, 77, 78, 110, 120, etc. Unit 3: T28, 38, 60, 65, 67, 68, 72, 73, 74, 77, 106, 116, 138, 143, 145, 146, 150, 151, 152, 155, etc. Unit 4: T28, 38, 60, 65, 67, 68, 72, 73, 74, 77, 106, 116, 138, 143, 145, etc. Unit 5: T28, 38, 60, 65, 67, 68, 72, 73, 74, 77, 106, 116, 138, 143, 145, 146, 150, 151, 152, 155, 184, 194, 216	Students will read grade level texts accurately and fluently with expression.	accuracy, phrasing, expression, prosody, comprehension	Introduce
	LA.K.F.4.c	c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).	Teacher's Edition Unit 1: S14, S20, S22, S26, S32, S34, S36, S44, S50, S52, S56, S62, S64, S66, S74, S80, S82, S86, S92, S94, S96; T16, 26, 28, 36, 38, 48, 50, 56, 58, 98, 108, etc. Unit 2: T16, 26, 28, 36, 38, 48, 50, 56, 58, 98, 108, etc. Unit 3: T16, 26, 28, 36, 38, 48, 54, 94, 104, etc. Unit 4: T16, 26, 28, 36, 38, 48, 54, 94, 104, etc. Unit 5: T16, 26, 28, 36, 38, 48, 54, 94, 104, etc.	Students will read grade level texts accurately and fluently with expression.	accuracy, phrasing, expression, prosody, comprehension	Introduce
Reading Prose						
		Central Ideas and Details				
	LA.K.RP.1	With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	Teacher's Edition Unit 1: T90 Unit 2: T8, 90, 172, 236, 242, 374, 404 Unit 3: T8, 74, 184, 314, 326, 378, 392, 404, 470 Unit 4: T106, 268	Students will retell familiar stories with key details.	orally, retell, familiar, understanding	Introduce
	LA.K.RP.2	With prompting and support, identify main character(s), setting, and important events in a literary text.	Teacher's Edition Unit 1: S48; T480, 488, 484 Unit 2: T172, 390, 407 Unit 3: T8, 22, 60, 67, 68, 74, 77, 300, 307, 308, 314, 317, 378, 385, 386, 392, 395, 418, 456, 464, 470 Unit 4: T145, 151, 155, 248, 262300, 307, 308, 313, 314, 317, 404, 418, 456, 464, 470, 511 Unit 5: T8, 74, 86, 146, 152, 248, 310, 316, 380, 388, 394	Students will be able to identify characters, setting, and main events of a story.	prompting, support, elements.	Introduce
		Author's Craft				
	LA.K.RP.3	With prompting and support, define the role of author and illustrator in a literary text.	Teacher's Edition Unit 1: S43, S73 Unit 3: T74, 164 Unit 4: T248, 404 Unit 5: T248, 316	Students will know the role of an author and illustrator.	author, illustrator	Introduce
	LA.K.RP.4	With prompting and support, identify the basic characteristics of literary text.	Teacher's Edition: Unit 1: T8, T22, T64-65, T72, T78, T90, T104, T146, T154, T160 Unit 2: T480, T488, T494 Unit 3: T8, T18, T20, T22, T64, T72, T78, T90-95, T104, T146, T154, T160, T172, T186, T227-228, T236 Unit 4: T285, T338, T352, T390, T398, T404 Unit 5: T60, T68, T74, T111, T230 Unit 6: T308, T314, T351, T429 Unit 7: T187, T189, T197, T209, T216, T224, T230 Unit 8: T273, T327, T340, T418, T456, T470 Unit 9: T60, T68, T74, T111, T138, T146, T152 Unit 10: T275, T302, T310, T316, T380, T388, T394	Students will identify important parts of a story.	characteristics, setting, plot, characters	Introduce
		Knowledge and Ideas				
	LA.K.RP.5	With prompting and support, compare and contrast the experiences of characters in familiar stories.	Teacher's Edition Unit 1: S30, S38, S60, S68; T32, 62, 115, 144, 246 Unit 2: T33, 115, 246, 338 Unit 3: T351, 429 Unit 4: T189, 234, 248, 273, 509 Unit 5: T58, 111, 275, 511	Students will compare characters in stories.	compare, contrast	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
and Poetry	LA.K.RP.6	With prompting and support, ask and answer questions about key details in a literary text.	Teacher's Edition Unit 1: T8, 44, 46, 64, 71, 72, 77, 78, 81, 90, 126, 128, 146, 153, 154, 159, 160, 163, 172, 228, 235, 236, 241, 242, 245, 260, 316, 323, 324, 329, 330, 333, 378, 398, 405, 406, 411, 412, 415, 424, 460, 480, 487, 488, 493, 494, 497 Unit 2: T210, 236, 242, 260, 276, 296, 298, 320, 326, 338, 362, 376, 398, 404, 416, 452, 454, 468, 476, 482 Unit 3: 248, 326, 404, 463, 469 Unit 4: T124, 286 Unit 5: T8, 44, 77, 122, 328,	Students will ask and answer questions about a story.	key details	Introduce
	LA.K.RP.7	With prompting and support, make connections between own experiences and other cultures in literary texts.	Teacher's Edition Unit 4: T339-342, T343, T398-399	Students will use background information to make connections.	connections, text to world, text to self, text to text	Introduce
Reading Informational Text		**Central Ideas and Details**				
	LA.K.RI.1	With prompting and support, identify the main topic and key details in an informational text.	Teacher's Edition Unit 1: S78, S85, T172, 186, 214, 228, 235, 236, 241, 242, 245, 260 , 274, 296, 302, 316, 323, 324, 329, 330, 333, 342, 356, 378, 398, 405, 406, 411, 412, 415, 460, 533 Unit 2: T44, 126, 208, 260, 274, 296, 312, 319, 320, 325, 326, 329, 416, 430, 468, 475, 476, 481, 482, 485, 521 Unit 3: T86, 100, 106, 122, 138, 145, 146, 151, 152, 155, 164, 178, 200, 216, 223, 224, 229, 230, 233, 268, 440, 502, 511 Unit 4: T28, 74, 378, 386, 392, 424, 440, 502 Unit 5: T164, 200, 223, 224, 229, 230, 233, 286, 406, 420, 426, 442, 458, 465, 466, 471, 472, 475, 504, 513	Students will identify topic and key details in informational text.	main topic, key details	Introduce
	LA.K.RI.2	With prompting and support, identify key individuals, events, or pieces of information in an informational text.	Teacher's Edition Unit 1: T128, 276, 380 Unit 2: T430, 454 Unit 4: T200, 202, 284	Students will identify topic and key details in informational text.	key individuals, events, informational text	Introduce
		Author's Craft				
	LA.K.RI.3	With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.	Teacher's Edition Unit 1: T 342 Unit 2: T260, 416 Unit 4: T74, 326 Unit 5: T164	Students will know the role of an author and illustrator.	author, illustrators	Introduce
	LA.K.RI.4	With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.	Teacher's Edition: Start Smart: S35 Unit 1: T44-45, T126-127, T188 Unit 2: T276, T296-297, T359, T378-379, T460 Unit 4: T260-264, T313, T321, T327 Unit 5: T122-123, T139, T147, T153, T166, T167, T168, T200-201, T217, T225, T231 Unit 6: T440-441 Unit 9: T122-123, T200-201, T217, T225 Unit 10: T287, T365, T442-443, T459, T467, T473	Students will use text features to determine the topic of a text.	title, heading	Introduce
		Knowledge and Ideas				
	LA.K.RI.5	With prompting and support, identify basic similarities and differences between two informational texts on the same topic.	Teacher's Edition Unit 1: S90, S98; T197, 285, 367, 449, 531 Unit 2: T197, 285, 363, 388, 441, 466, 519 Unit 3: T33, 111, 189, 234, 273, 509 Unit 4: T33, 111, 351, 429 Unit 5: T33, 136, 189, 214, 234, 300, 353, 431, 456	Students will compare informational texts.	similarities, differences, informational texts	Introduce
	LA.K.RI.6	With prompting and support, explain the difference between facts and opinions about a topic.	Teacher's Edition Unit 4: T8, 22, 60, 68, 74, 326, 340, 378, 386, 392 Unit 5: T288, 364	Students will explain the difference between fact and opinion.	fact, opinion	Introduce
	LA.K.RI.7	With prompting and support, make connections between own experiences and other cultures in informational texts.	Teacher's Edition Unit 2: T261	Students will make connections between their own lives and other cultures in informational text.	experiences, cultures, informational text	Introduce
		Range of Reading and Level of Text Complexity				
	LA.K.RI.8	Actively engage in group reading activities with purpose and understanding.	Teacher's Edition Unit 1: S90; T8, 44, 90, 126, 172, 208, 260, 342, 526 Unit 2: T8, 44, 90, 126, 172, 208, 260, 296, 374, 416, 452, 514 Unit 3: T8, 44, 86, 122, 164, 178, 200, 248, 284, 326, 362, 404, 504 Unit 4: T8, 44, 86, 122, 164, 200, 248, 284, 326, 362, 404, 440, 504 Unit 5:T8, 44, 86, 164, 200, 248, 284, 364, 406, 442, 506	Students will participate in guided reading.		Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary		**Acquisition and Use**				
	LA.K.V.1	*Recognize and use conversational and grade-level academic vocabulary.*	Teacher's Edition: Unit 1: T7, T89, T171 Unit 2: T259, T341, T423 Unit 3: T7, T89, T171 Unit 4: T259, T337, T415 Unit 5: T7, T85, T163 Unit 6: T247, T325, T403 Unit 7: T7, T85, T163 Unit 8: T247, T325, T403 Unit 9: T7, T85, T163 Unit 10: T247, T327, T405	Students will build and use a range of grade level vocabulary.	recognize, use	Introduce
	LA.K.V.1.a	a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).	Teacher's Edition Unit 1: T272, 294, 354, 376, 533 Unit 2: T350, 521 Unit 3: T176, 198 Unit 4: T98, 282 Unit 5: T192, 372, 379, 434, 508, 513	Students will build and use a range of grade level vocabulary.	recognize, use	Introduce
	LA.K.V.1.b	b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.	Teacher's Edition Unit 2: T485 Unit 4: T416 Unit 5: T340, 362, 513	Students will build and use a range of grade level vocabulary.	recognize, use	Introduce
	LA.K.V.1.c	c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.	Teacher's Edition: Unit 1: T7, T33, T115, T197 Unit 2: T285, T367, T449 Unit 3: T33, T115, T197 Unit 4: T285, T363, T441 Unit 5: T33, T111, T189 Unit 6: T273, T351, T429 Unit 7: T33, T111, T189 Unit 8: T273, T351, T429 Unit 9: T33, T111, T189 Unit 10: T275, T353, T431	Students will build and use a range of grade level vocabulary.	recognize, use	Introduce
		Context and Connotations				
	LA.K.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: T128-129, T171 Unit 7: T11, T162, T165, T176, T198, T201 Unit 8: T330, T417, T438, T439 Unit 9: T167 Unit 10: T407-409	Students will interpret a variety of language in grade level text.	language, interpret	Introduce
	LA.K.V.2.a	a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.	Teacher's Edition Unit 1: T272, 294, 354, 376, 533 Unit 2: T350, 521 Unit 3: T176, 198 Unit 4: T98, 282 Unit 5: T192, 372, 379, 434, 508, 513	Students will interpret a variety of language in grade level text.	language, interpret	Introduce
	LA.K.V.2.b	b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.	Teacher's Edition Unit 2: T485 Unit 4: T416 Unit 5: T340, 362, 513	Students will interpret a variety of language in grade level text.	language, interpret	Introduce
	LA.K.V.2.c	c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.	Teacher's Edition: Unit 1: T7, T33, T115, T197 Unit 2: T285, T367, T449 Unit 3: T33, T115, T197 Unit 4: T285, T363, T441 Unit 5: T33, T111, T189 Unit 6: T273, T351, T429 Unit 7: T33, T111, T189 Unit 8: T273, T351, T429 Unit 9: T33, T111, T189 Unit 10: T275, T353, T431	Students will interpret a variety of language in grade level text.	language, interpret	Introduce
	LA.K.V.2 .d	d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.	Teacher's Edition: Unit 1: T185, T210-211 Unit 2: T424-427 Unit 10: T482	Students will interpret a variety of language in grade level text.	language, interpret	Introduce
		Apply handwriting skills to communicate ideas and information.				
	LA.K.FW.1	*Demonstrate basic handwriting skills.*	Teacher's Edition: Start Smart: S17, S29, S31 Unit 1: T16, T76, T98, T180 Unit 2: T268, T350, T432 Unit 3: T16, T98, T180 Unit 4: T268, T346, T424 Unit 5: T16, T94, T172 Unit 6: T256, T334, T412 Unit 7: T16, T94, T172 Unit 8: T256, T334, T412	Students will learn basic handwriting skills.	handwriting, basic	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.K.FW.1.a	a. Identify and match upper and lowercase manuscript letters.	Teacher's Edition: Unit 1: T16, T98, T180 Unit 2: T268, T350 Unit 3: T16, T98, T174, T180 Unit 4: T268, T346 Unit 5: T16, T94, T172 Unit 6: T256, T334 Unit 7: T16, T94, T172 Unit 8: T256, T334	Students will learn basic handwriting skills.	handwriting, basic	Introduce
	LA.K.FW.1.b	b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.	Teacher's Edition Unit 1: T16, 76, 98, 180, 268, 350, 432 Unit 2: T16, 98, 180, 268, 346, 424 Unit 3: T16, 94, 172, 256, 334, 412 Unit 4: T16, 94, 172, 256, 334, 412 Unit 5: T16, 94, 172, 258, 336, 414	Students will learn basic handwriting skills.	handwriting, basic	Introduce
	LA.K.FW.1.c	c. Write left to right and use appropriate spacing between letters and words.	Teacher's Edition: Unit 1: T18, T30, T40, T100, T112 Unit 2: T518 Unit 6: T258, T270 Unit 7: T96, T108 Unit 8: T414 Unit 10: T260, T272	Students will learn basic handwriting skills.	handwriting, basic	Introduce
	LA.K.FW.2	*Demonstrate sound-letter concepts when writing.*	Teacher's Edition: Unit 1: T182, T194 Unit 2: T270, T352, T434, T446 Unit 3: T18, T100, T182, T221 Unit 4: T270 Unit 5: T96, T174 Unit 6: T258, T270, T336, T348, T426	Students will learn sound-letter concepts while writing.	sound-letter concepts, writing	Introduce
	LA.K.FW.2.a	a. Segment phonemes orally in single-syllable words.	Teacher's Edition: Unit 2: T430, T442, T472, T482-483, T490 Unit 3: T220, T231, T238 Unit 4: T378, T384, T393, T400, T456, T462, T471, T478 Unit 5: T126, T132, T141, T148 Unit 6: T294, T303, T310, T366, T372, T381, T388 Unit 8: T288, T294, T303, T310 Unit 10: T412, T424, T468, T460	Students will learn sound-letter concepts while writing.	sound-letter concepts, writing	Introduce
	LA.K.FW.2.b	b. Demonstrate understanding that syllables are organized around vowel sounds.	Teacher's Edition: Start Smart: S74, S80, S86, S92, S96 Unit 2: T436, T458, T482 Unit 3: T184, T206 Unit 5: T20, T42, T62 Unit 9: T20, T176, T198, T218 Unit 10: T284, T304	Students will learn sound-letter concepts while writing.	sound-letter concepts, writing	Introduce
	LA.K.FW.2.c	c. Form upper and lowercase manuscript letters using reference materials and classroom resources.		Students will learn sound-letter concepts while writing.	sound-letter concepts, writing	Introduce
	LA.K.FW.2.d	d. Write left to right and use appropriate spacing between letters and words.		Students will learn sound-letter concepts while writing.	sound-letter concepts, writing	Introduce
		Production of Writing				
	LA.K.W.1	*With prompting and support, form and use complete simple sentences in shared language activities.*	Teacher's Edition: Unit 1: T18, T100, T122, T182 Unit 2: T270, T352, T434 Unit 3: T18, T40, T41, T61, T100, T101, T112, T113, T122, T123, T134, T135, T182, T183, T194, T204, T216 Unit 4: T302, T348, T380 Unit 5: T18, T30, T50, T96, T128, T174, T206 Unit 6: T258, T290, T336, T368, T414, T446 Unit 7: T18, T96, T174, T206 Unit 8: T258, T336, T414 Unit 9: T18, T96, T174 Unit 10: T260, T338, T416	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.a	a. Capitalize the first word in a sentence and the pronoun I.	Teacher's Edition Unit 1: T521 Unit 2: T40, 52, 122, 134, 194, 509 Unit 3: T497 Unit 4: T497 Unit 5: T292, 499	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.b	b. Recognize and name end punctuation.	Teacher's Edition Unit 1: 521 Unit 2: 40, 52, 122, 134, 194, 204, 224, 509 Unit 3: 412, 497 Unit 4: T38, 50, 128, 290, 356, 358, 368, 446, 497 Unit 5: T38, 50, 86, 128, 172, 186, 196, 206, 258, 292, 336, 370, 414, 448, 499	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.c	c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).	Teacher's Edition: Unit 1: T19, T31, T41, T53, T61, T101, T113, T123, T135, T143, T183, T195, T205, T217, T225 Unit 2: T271, T282-283, T292-293, T305, T313, T353, T365, T375, T387, T395, T435 Unit 6: T259, T271, T281, T291, T297, T349, T415, T427, T436, T447, T452 Unit 7: T19, T31, T41, T51, T97, T99, T109, T119, T129, T135, T175, T187, T197, T207, T213	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.d	d. Form regular plural nouns by adding /s/ or /es/.	Teacher's Edition Unit 3: T20, 42, 258, 270, 280, 414, 426, 436	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.e	e. Use interrogatives to ask questions.	Teacher's Edition Unit 2: T182, 194, 204, 216, 224 Unit 3: T416, 438 Unit 5: T98, 120	Students will write a simple sentence.	form and use simple sentences	Introduce
	LA.K.W.1.f	f. Use subject-verb agreement in simple sentences.	Teacher's Edition Unit 7: T19, T31, T41, T51, T57	Students will write a simple sentence.	form and use simple sentences	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.K.W.2	*With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.*	Teacher's Edition Unit 1: T52, 134, 216, 304, 386, 468, 506 Unit 2: T52, 134, 216, 302, 380, 458, 494 Unit 3: T50, 128, 206, 290, 368, 446, 482 Unit 4: T50, 128, 206, 290, 368, 446, 482 Unit 5: T50, 128, 206, 292, 370, 448, 484	Students will use the writing process.	develop, produce, strengthen	Introduce
	LA.K.W.2.a	a. Use prewriting activities and resources to generate ideas.	Teacher's Edition: Unit 1: T40, T122, T194, T204 Unit 2: T292, T364, T446, T456, T502-503, T527 Unit 3: T40, T122, T194, T204 Unit 4: T282, T292, T360, T370, T490-491 Unit 5: T40, T108, T118 Unit 6: T426 Unit 8: T478-479 Unit 10: T480-481	Students will use the writing process.	develop, produce, strengthen	Introduce
	LA.K.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: T40, T52, T60, T122, T134, T142, T182, T194, T216, T224, T225 Unit 2: T292, T304, T312, T374, T386, T394, T476, T486, T504-505, T506, T509 Unit 3: T40, T53, T60, T122, T134, T142, T216, T224 Unit 4: T302, T308, T376, T380, T386, T448, T458, T464, T492-493, T494, T497 Unit 5: T40, T50, T56, T118, T128, T134, T206, T212 Unit 6: T280, T290, T296, T358, T368, T374, T436, T446, T452, T480-481, T482, T485 Unit 7: T40, T50, T56, T118, T128, T124, T134, T196, T206, T212 Unit 8: T281, T290, T296, T358, T368, T374, T436, T446, T452, T482-483, T484, T487 Unit 9: T40, T50, T56, T118, T128, T134, T186, T196, T206, T212 Unit 10: T260, T272, T282, T292, T298, T350, T360, T370, T376, T428, T438, T448, T454, T482-483, T484, T487	Students will use the writing process.	develop, produce, strengthen	Introduce
	LA.K.W.2.c	c. Use feedback from others to improve writing and/or add details.	Teacher's Edition: Unit 1: T52, T134, T216 Unit 2: T304, T386, T468, T506-507 Unit 3: T52, T134, T216 Unit 4: T302, T380, T458, T494-495 Unit 5: T50, T128, T206, T290 Unit 6: T368, T446, T482-483 Unit 7: T50, T128, T206 Unit 8: T290, T368, T446, T482-483 Unit 9: T50, T128, T206 Unit 10: T292, T370, T448, T484-485	Students will use the writing process.	develop, produce, strengthen	Introduce
	LA.K.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	Teacher's Edition: Unit 1: T52, T60, T134, T142, T216, T224 Unit 2: T304, T305, T312, T386, T394, T468, T476, T500-501, T506-507, T509, T530 Unit 3: T52, T60, T134, T142, T216, T224 Unit 4: T302, T308, T380, T386, T458, T464, T494-495, T497 Unit 5: T47, T50, T56, T128, T134, T206, T212, T290 Unit 6: T296, T368, T374, T446, T452, T482-483, T485 Unit 7: T50, T56, T128, T134, T206, T212 Unit 8: T290, T296, T368, T374, T446, T452, T482-483, T487 Unit 9: T50, T56, T128, T134, T206, T212 Unit 10: T292, T298, T370, T376, T448, T454, T484-48	Students will use the writing process.	develop, produce, strengthen	Introduce
	LA.K.W.2.e	e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.	Teacher's Edition Unit 1: T60, 142, 224, 312, 394, 476 Unit 2: T60, 142, 224, 308, 386, 464 Unit 3: T56, 134, 212, 296, 374, 452, 502 Unit 4: T52, 56, 130, 134, 208, 212, 290, 292, 296, 368, 370, 374, 446, 448, 452, 502 Unit 5: T50, 56, 128, 134, 206, 208, 212, 292, 298, 370, 376, 448, 454, 504	Students will use the writing process.	develop, produce, strengthen	Introduce
		Modes of Writing				
	LA.K.W.3	*With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.*	Teacher's Edition: Unit 4: T464, T492, T493, T498, T499 Unit 5: T134, T186, T196 Unit 6: T358, T476-485 Unit 7: T118, T125 Unit 8: T480 Unit 9: T23, T134 Unit 10: T298	Students will write a story with a beginning, middle and end.	sequentional order	Introduce
	LA.K.W.4	*With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.*	Teacher's Edition Unit 1: T204, 292, 374, 434, 446, 456, 530 Unit 2: T112, 182, 270, 348, 438, 518 Unit 3: T30, 40, 108, 118, 174, 258, 270, 280, 508 Unit 4: T186, 196, 270, 426, 508 Unit 5: T30, 118, 196, 272, 478-486, 488, 489, 510	Students will write an opinion story.	opinion	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Writing						
	LA.K.W.5	*With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.*	Teacher's Edition Unit 1: T18, 30, 40, 100, 112, 122, 182, 194, 270, 282, 352, 364 Unit 2: T18, 100, 122, 194, 282, 292, 360, 370, 426, 448, 516 Unit 3: T186, 196, 348, 506 Unit 4: T30, 40, 280, 348, 358, 436, 506 Unit 5: T108, 186, 282, 350, 360, 428, 438, 508	Students will write an informative piece with supporting facts.	informative, explanatory	introduce
	LA.K.W.6	*With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.*	Teacher's Edition: Unit 1: T54, T136, T218 Unit 2: T306, T388, T470 Unit 3: T54, T136, T218 Unit 4: T304, T382, T460 Unit 5: T52, T130, T208 Unit 6: T292, T370, T448 Unit 7: T52, T130, T208 Unit 8: T292, T370, T448 Unit 9: T52, T130, T208 Unit 10: 294, T372, T450	Students will answer questions using a variety of sources.	identify, answer questions	introduce
		Comprehension and Collaboration				
Speak	LA.K.SL.1	*With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.*	Teacher's Edition: Start Smart: S17, S69 Unit 1: T7, T32, T60, T89, T114 Unit 2: T284, T448 Unit 3: T32, T114, T170 Unit 4: T285, T308, T337, T363, T386, T464 Unit 5: T33, T56, T111, T134, T212 Unit 6: T273, T296, T374, T429, T452 Unit 7: T33, T56, T111, T134, T212 Unit 8: T296, T350, T351, T374 Unit 9: T33, T56, T111, T134, T189, T212 Unit 10: T245, T275, T298, T353, T376, T454	Students will participate in discussions about kindergarten topics.	structured	introduce
	LA.K.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	Teacher's Edition: Start Smart: S46, S47 Unit 1: T7, T54-55, T89 Unit 2: T259 Unit 3: T183, T195, T205, T217, T218, T219 Unit 4: T257, T259, T337, T382, T386, T460 Unit 5: T4, T5, T11, T134, T163 Unit 6: T247, T273, T325, T417, T429, T439 Unit 7: T56, T85, T111, T134, T207, T212 Unit 8: T296, T325, T351, T452 Unit 9: T53, T111, T130, T189 Unit 10: T247, T275, T327, T353, T454	Students will participate in discussions about kindergarten topics.	structured	introduce
	LA.K.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Teacher's Edition: Unit 9: T85	Students will participate in discussions about kindergarten topics.	structured	introduce
	LA.K.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Start Smart: S8, S79 Unit 1: T169 Unit 3: T7 Unit 4: T337 Unit 6: T325 Unit 7: T7, T85 Unit 8: T325 Unit 10: T327	Students will participate in discussions about kindergarten topics.	structured	introduce
	LA.K.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	Teacher's Edition: Start Smart: S17, S69 Unit 1: T7, T114, T168 Unit 3: T7, T32, T60, T114, T142, T170, T171, T224 Unit 4: T308, T337, T386, T464 Unit 5: T7, T33, T56, T85, T111, T134, T212 Unit 6: T273, T296, T374, T429, T452 Unit 7: T7, T33, T56, T111, T134, T212 Unit 8: T296, T351, T374, T452 Unit 9: T33, T56, T85, T111, T134, T189, T212 Unit 10: T245, T298, T376, T454, T486	Students will participate in discussions about kindergarten topics.	structured	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listening	LA.K.SL.1.e	e. Complete a task following one/two-step directions.	Teacher's Edition: Start Smart: S40, S71 Unit 8: T417 Unit 9: T99 Unit 10: T285	Students will participate in discussions about kindergarten topics.	structured	introduce
		Presentation of Knowledge and Ideas				
	LA.K.SL.2	*With prompting and support, describe familiar people, places, things, and events, and provide additional detail.*	Teacher's Edition Start Smart: S42, S46, S77 Unit 1: T19, T63 Unit 2: T380, T423, T479 Unit 3: T142, T183 Unit 4: T308, T415, T516 Unit 6: T403 Unit 8: T403	Students will discuss relevant details in conversations.	familiar	introduce
	LA.K.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.	Teacher's Edition Start Smart: S61 Unit 2: T508 Unit 3: T60, T142, T224 Unit 4: T308, T386, T464 Unit 5: T56, T134, T212 Unit 6: T296, T374, T452 Unit 7: T56, T212 Unit 8: T296, T374, T452, T484 Unit 9: T56, T134, T212 Unit 10: T298, T376, T454, T486 Reading/Writing Companion: Unit 2: 100-101	Students will discuss relevant details in conversations.	familiar	introduce
	LA.K.SL.2.b	b. Convey a personal perspective with clear reasons.	Teacher's Edition Unit 6: T452 Unit 7: T206 Unit 10: T245, T486	Students will discuss relevant details in conversations.	familiar	introduce
	LA.K.SL.2.c	c. Explain the purpose of information being presented.	Teacher's Edition Unit 2: T506-508 Unit 6: T374 Unit 10: T486	Students will discuss relevant details in conversations.	familiar	introduce
	LA.K.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	Teacher's Edition Unit 4: T257, T335 Unit 7: T183 Unit 9: T53 Unit 10: T403	Students will discuss relevant details in conversations.	familiar	introduce
	LA.K.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.	Teacher's Edition: Unit 1: T54, T136, T218 Unit 2: T306, T388, T470 Unit 3: T54, T136, T218 Unit 4: T304, T382, T460 Unit 5: T52, T130, T208 Unit 6: T292, T370, T448 Unit 7: T52, T130, T208 Unit 8: T292, T370, T448 Unit 9: T52, T130, T208 Unit 10: 294, T372, T450	Students will discuss relevant details in conversations.	familiar	introduce

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Start Smart	Weeks 1-3	Students will demonstrate understanding of spoken words, syllables, sounds and upper and lowercase alphabet letters. LA. K.F.1	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 1	Week 1	Students will use phoneme isolation to identify the letter M and connect the sound /m/. Students will spell words with m and the word the.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify initial and medial A and use the sound /a/ to blend and spell words. Students will identify rhyme.		
	Week 3	Students will use phoneme isolation identify the letter S and use the sound /s/ to blend and spell words.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 2	Week 1	Students will identify the letter P and use the sound /p/ to blend and spell words.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify the letter T and use the sound /t/ to blend and spell words.		
	Week 3	Students will use phoneme segmentation and phoneme blending to read and write words using letters M, A, P, S and T. Students will be introduced to the 'at' pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 3	Week 1	Students will identify initial and medial I and use the sound /i/ to blend and spell words.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify the letter N and use the sound /n/ to blend and spell words.		
	Week 3	Students will count and blend syllables. Students will identify the letter C and use the sound /c/ to blend and spell words. Students will be introduced to the 'an' pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**

Unit 4	Week 1	Students will identify initial and medial O and use the sound /o/ to blend and spell words.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify the letter D and use the sound /d/ to blend and spell words.		
	Week 3	Students will use phoneme blending and segmenting to read and write words using I, N, C, O and D. Students will also learn and use S blends. (sn, sp, st.) Students will be introduced to the 'ot' pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 5	Week 1	Students will identify the letter H and use the sound /h/ to blend and spell words. Students will count and blend syllables.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify initial and medial E and use the sound /e/ to blend and spell words.		
	Week 3	Students will identify the letter F and the letter R. Students will use the sound /f/ and /r/ to blend and spell words. Students will be introduced to the 'en' pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 6	Week 1	Students will identify the letter B and the letter L and use the sounds /b/ and /l/ to blend and spell words.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify the letter K and use the final ck spelling. Students will use the sound /k/ and final ck to blend and spell words.		
	Week 3	Students will use phoneme blending and segmenting to read and write words using H, E, F, R, B, L, K and final ck. Students will also learn and use l- blends (bl, cl, fl, sl).		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 7	Week 1	Students will identify initial and medial U and use the sound /u/ to blend and spell words.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify letter G and letter W and use sounds /g/ and /w/ to blend and spell words.		

	Week 3	Students will identify letter V and final X and use the sounds /ks/ and /v/ to blend and spell words. Students will learn and use the 'et' pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 8	Week 1	Students will identify letter J and letters QU and use the sounds /j/ and /kw/ to blend and spell words. Students will use syllable addition.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will identify letter Y and letter Z and use the sounds /y/ and /z/ to blend and spell words. Students will continue to identify and produce rhyming words.		
	Week 3	Students will use phoneme blending and segmenting to read and write words using U, G, W, X, V, J, Qu, Y and Z. Students will learn and use r blends(br, cr, dr, gr, tr)		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 9	Week 1	Students will learn to read, write and decode the long vowel spelling a_e.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will learn to read, write and decode the long vowel spelling i_e.		
	Week 3	Students will learn to read, write and decode the long vowel spelling o_e and also use the 'oke' spelling pattern.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 10	Week 1	Students will learn to read, write and decode the long vowel spelling u_e.	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing	https://drive.google.com/file/d/1_orI2ruFGiHIgKk4JWcYYKeW_55zZRBl/view?usp=sharing
	Week 2	Students will learn to read, write and decode the long vowel spellings e, ee and e_e.		
	Week 3	Students will review long a, i, o, u, e and final blends (-st, -nd, -nk). Students will learn and use the 'eep' pattern.		

The Kindergarten Writing Curriculum can be found at this link:							
https://drive.google.com/drive/folders/0B4xqohHXQGpSLUNZWUN0NHA2UWM?resourcekey=0-0zAcIHSppv7DH_Nix4bLsQ&usp=sharing							

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Concepts of Print				
	LA.1.F.1	*Demonstrate knowledge of the organization and basic concepts of print.*	Teacher's Edition: Unit 1: S12, S18, S36, S44, S50, S56, S62, S68, S77, S82, S88, S94, S100, T331, T421, T422, T423 Unit 2: T9, T169, T415, T416, T417 Unit 3: T9, T333, T421, T422, T423 Unit 4: T467, T468, T469 Unit 5: T469, T470, T471 Unit 6: T471, T472, T473	Students will understand basic concepts of print.	concepts of print, text, text features	reinforce
	LA.1.F.1.a	a. Recognize the distinguishing features of a sentence.	Teacher's Edition: Unit 1: T17, T27, T43, T55, T61, T97, T107, T125, T137, T143, T339, T349, T420, T422, T423, T424 Unit 2: T414, T416, T417, T418 Unit 3: T420, T422, T423, T424 Unit 4: T466, T468, T469, T470 Unit 5: T468, T470, T471, T472 Unit 6: T470, T472, T473, T474	Students will understand basic concepts of print.	concepts of print, text, text features	reinforce
		Phonological Awareness				
	LA.1.F.2	*Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*	Teacher's Edition: Unit 1: S13, S19, S25, S31, S37, S45, S51, S57, S69, S101, T10-T11, T20-T21, T52, T66, T100-T101, T134, T148, T149, T254-T255, T274-T275, T294-T295, T308, T309, T352-T353, T384-T385 Unit 2: T146 Unit 3: T10, T20, T52, T66, T67, T90, T147, T170, T228, T334, T354, T385 Unit 4: T10, T20, T56, T72, T120, T161, T188, T250, T251, T374, T384, T416, T426 Unit 5: T10, T14, T20, T54, T60, T70, T98, T166, T167, T194, T204, T238, T244, T254, T255, T376, T396, T418, T428 Unit 6: T10, T14, T30, T58, T74, T75, T188, T208, T238, T254, T255, T284, T351, T378, T382, T398, T414, T420, T430, T431	Students will understand phonological awareness.	phoneme, syllable, phonological awareness	reinforce
	LA.1.F.2.a	a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.		Students will understand phonological awareness.	phoneme, syllable, phonological awareness	reinforce
	LA.1.F.2.b	b. Delete initial and final phonemes in words.	Teacher's Edition: Unit 1: T274, T309, T352, T385 Unit 3: T100, T132, T147, T354, T385 Unit 4: T384, T416, T427 Unit 5: T150, T167 Unit 6: T398, T431	Students will understand phonological awareness.	phoneme, syllable, phonological awareness	reinforce
	LA.1.F.2.c	c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.	Teacher's Edition: Unit 1: T192, T229 Unit 2: T190, T223 Unit 3: T30, T67 Unit 4: T240, T251, T336, T347 Unit 5: T108, T156, T167, T204, T255, T284, T338, T349 Unit 6: T64, T150, T161, T208, T244, T255, T340, T351	Students will understand phonological awareness.	phoneme, syllable, phonological awareness	reinforce
	LA.1.F.2.d	d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").	Teacher's Edition: Unit 1: T192, T229 Unit 2: T190, T223, T338, T364, T379 Unit 3: T20, T30, T67 Unit 4: T240, T251, T336, T347, T416, T427, T167 Unit 5: T204, T238, T255, T338 Unit 6: T64, T150, T161, T208, T244, T255, T340, T414, T430	Students will understand phonological awareness.	phoneme, syllable, phonological awareness	reinforce
F						
		Phonics and Word Analysis				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Foundations of	**LA.1.F.3**	*Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.*	Teacher's Edition: Unit 1: S13, S19, S25, S31, S37, S45, S51, S57, S69, S101, T10, T20, T52, T66, T100, T134, T148, T254, T274, T294, T308, T352, T385 Unit 3: T10, T20, T52, T67, T90, T147, T170, T228, T334, T354, T385 Unit 4: T10, T20, T56, T72, T120, T161, T188, T250, T374, T384, T416, T427 Unit 5: T10, T14, T20, T54, T60, T70, T98, T167, T194, T204, T238, T244, T255, T376, T396, T418 Unit 6: T10, T14, T30, T54, T75, T188, T208, T238, T255, T284, T374, T395, T414, T431	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.a	a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.	Teacher's Edition: Unit 1: T274 Unit 2: T174, T180, T190, T232, T248, T258, T290, T308, T328 Unit 3: T170, T180, T190 Unit 4: T10	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.b	b. Decode and encode simple words with r-controlled vowels.	Teacher's Edition: Unit 5: T10-T11, T20-T21, T30-T31, T54, T60, T72, T73, T82, T98-T99, T104, T108-T109, T118-T119, T150, T156, T168, T169, T178, T194-T195, T204-T205, T210, T214-T215, T238, T244, T256, T257 Unit 6: T108, T378-T379, T388-T389, T398-T399, T414, T420, T432, T433	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.c	c. Decode and encode regularly spelled one-syllable words.	Unit 1: S20-S21, S26-S27, S32, S38-S39, S46-S47, S52, S58-S59, S64, S70-S71, S78-S79, S84, S90-S91, S96, S102, T10-T11, T16, T20-T21, T26, T30-T31, T52-T53, T58, T68, T69, T76, T90-T91, T96, T100-T101, T106, T110-T111, T134-T135, T140, T150, T151, T158, T172-T173, T178, T182-T183, T192-T193, T214-T215, T220, T230, T231, T238, T254-T255, T260, T264-T265, T270, T272-T273, T294-T295, T300, T311, T318, T332-T333, T342-T343, T348, T352-T353, T370-T371, T376, T386, T387, T394 Unit 2: T10-T11, T16, T20-T21, T26, T30-T31, T52-T53, T58, T68, T69, T76, T90-T91, T96, T100-T101, T106, T110-T111, T132-T133, T138, T148, T149, T156, T170-T171, T176, T180-T181, T186, T190-T191, T208, T214, T224, T225, T248-T249, T254, T258-T259, T264, T268-T269, T290, T296, T306, T307, T328-T329, T334, T338-T339, T344, T348-T349, T364-T365, T370, T380, T381 Unit 3: T10-T11, T16, T20-T21, T26, T30-T31, T52-T53, T58-T59, T68, T69, T90-T91, T96, T100-T101, T106, T110-T111, T132-T133, T138, T148, T149, T170-T171, T176, T180-T181, T186, T190-T191, T214-T215, T220, T230, T231, T254-T255, T260, T264-T265, T270, T274-T275, T296-T297, T302, T312, T313, T334-T335, T340, T344-T345, T350, T354-T355, T370, T376, T386, T387 Unit 4: T10-T11, T16, T20-T21, T26, T30-T31, T56, T62, T74, T75, T100-T101, T106, T110-T111, T120-T121, T144, T150, T162, T163, T172, T188-T189, T194, T198-T199, T204, T208-T209, T234, T240, T252, T253, T280-T281, T286, T290-T291, T296, T300-T301, T330, T336, T348, T349, T374-T375, T380, T384-T385, T390, T394-T395, T410, T416, T428 Unit 5: T10-T11, T16, T20-T21, T26, T30-T31, T54, T60, T72, T73, T98-T99, T104, T108-T109, T114, T118-T119, T150, T156, T168, T169, T194-T195, T200, T204-T205, T210, T214-T215, T238, T284-T285, T290, T294-T295, T300, T304-T305, T332, T338, T350, T351, T376-T377, T382, T386-T387, T392, T396-T397, T412, T418-T419, T430, T431 Unit 6: T10-T11, T16, T20-T21, T26, T30-T31, T58-T59, T64, T76, T77, T102-T103, T108, T112-T113, T118, T122-T123, T144, T150, T162, T163, T188-T189, T194, T198-T199, T204, T208-T209, T238, T244, T256, T257, T290, T300, T378-T379, T384, T388-T389, T394, T398-T399, T414, T420, T432, T433	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading	LA.1.F.3.d	d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.	Teacher's Edition: Unit 3: T10, T20, T52, T90, T100, T110, T254, T264, T274, T296, T302 Unit 4: T20, T30, T100, T140, T150, T188, T198, T208, T284, T300	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.e	e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.	Teacher's Edition: Unit 2: T259, T269, T291, T297, T308 Unit 3: T265, T275, T297, T303, T314 Unit 4: T39, T130, T199, T209, T213, T234, T240, T254 Unit 5: T39, T129, T387, T397, T412, T418, T432 Unit 6: T113, T123, T144, T150, T164, T317, T389, T399, T414, T420, T434	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.f	f. Decode and encode words with inflectional endings.	Teacher's Edition: Unit 1: T21, T31, T53, T59, T70, T183, T193, T215, T221, T232, T425 Unit 2: T21, T31, T53, T70, T181, T191, T209, T215, T226, T339, T349 Unit 3: T101, T111, T133, T150, T181, T191, T215, T232, T345, T371 Unit 4: T291, T301, T330, T350 Unit 5: T295, T305, T332, T352, T389, T473 Unit 6: T58, T78, T295, T305, T334, T354, T475	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.g	g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Teacher's Edition: Unit 2: T258, T268 Unit 3: T364, T274, T314 Unit 4: T208, T234, T240, T254	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
	LA.1.F.3.h	h. Recognize and read grade-appropriate, irregularly spelled words.	Teacher's Edition: Unit 1: S15, T13, T15, T23, T33, T175, T177, T195, T257, T259, T267, T295, T301 Unit 2: T13, T23, T33, T71, T93, T103, T151, T173, T183, T209, T227, T261, T291, T309 Unit 3: T13, T23, T33, T71, T93, T103, T133, T151, T173, T183, T221, T233, T257, T267, T303 Unit 4: T13, T23, T33, T77, T103, T145, T165, T191, T201, T235, T255, T283, T302, T331 Unit 5: T13, T23, T33, T75, T101, T151, T171, T197, T207, T239, T259, T287, T306, T339 Unit 6: T13, T23, T33, T79, T105, T124, T151, T191, T201, T239, T245, T259, T287, T306, T335	Students will use phonics strategies to decode and encode words.	phonics, decode, encode	reinforce
		Fluency				
	LA.1.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.*	Teacher's Edition: Unit 1: T65, T75, T79, T147, T157, T161, T227, T237, T241, T307, T317, T321, T383, T393, T397 Unit 2: T65, T75, T79, T145, T155, T159, T221, T231, T235, T303, T313, T317, T377, T387, T391 Unit 3: T65, T75, T79, T145, T155, T159, T227, T237, T241, T309, T319, T323, T383, T393, T397 Unit 4: T69, T81, T87, T157, T169, T175, T247, T259, T265, T343, T355, T361, T423, T435, T441 Unit 5: T67, T79, T85, T163, T175, T181, T251, T263, T269, T345, T357, T361, T425, T437, T443 Unit 6: T71, T83, T89, T157, T169, T175, T251, T263, T269, T347, T359, T365, T427, T439, T445	The students will develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.	rehension, accuracy, expre	reinforce
	LA.1.F.4.a	a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.	Teacher's Edition: Unit 1: T72, T77, T81, T155, T159, T163, T235, T239, T243, T315, T319, T323, T391, T395, T399, T441 Unit 2: T73, T77, T81, T153, T157, T161, T229, T233, T237, T311, T315, T319, T385, T389, T393, T435 Unit 3: T73, T77, T81, T153, T157, T161, T235, T239, T243, T317, T321, T325, T391, T395, T399, T441 Unit 4: T79, T85, T91, T156, T168, T174, T257, T263, T269, T433, T435, T445, T489 Unit 5: T77, T83, T89, T162, T174, T180, T261, T267, T273, T344, T356, T362, T447, T491 Unit 6: T72, T84, T90, T158, T176, T252, T261, T267, T273, T346, T358, T364, T437, T493	The students will develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.	rehension, accuracy, expre	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.1.F.4.b	b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	Teacher's Edition: Unit 1: S15, S21, S27, S33, S39, S47, S53, S59, S65, S71, S79, S85, S91, S97, S103, T13, T23, T33, T53, T59, T71, T76, T93, T103, T113, T135, T141, T153, T158, T175, T185, T195, T215, T221, T233, T238, T257, T267, T277, T295, T301, T313, T318, T335, T345, T355, T371, T377, T389, T394 Unit 2: T13, T23, T33, T53, T59, T71, T76, T93, T103, T113, T133, T139, T151, T156, T173, T183, T193, T209, T215, T227, T232, T251, T261, T271, T291, T297, T309, T314, T331, T341, T351, T365, T371, T383, T388 Unit 3: T13, T23, T33, T53, T59, T71, T76, T93, T103, T113, T133, T139, T151, T156, T173, T183, T193, T215, T221, T233, T238, T257, T267, T277, T297, T303, T315, T320, T337, T347, T357, T371, T377, T389, T394 Unit 4: T13, T22, T32, T57, T63, T77, T84, T103, T112, T122, T145, T151, T165, T172, T191, T200, T210, T235, T241, T255, T283, T202, T302, T331, T337, T351, T377, T386, T396, T411, T417, T431 Unit 5: T13, T22, T32, T55, T61, T75, T101, T110, T120, T151, T157, T158, T171, T197, T206, T216, T239, T245, T259, T287, T296, T306, T333, T339, T353, T379, T388, T398, T413, T419, T433 Unit 6: T13, T22, T32, T59, T65, T79, T105, T114, T124, T145, T151, T165, T191, T200, T210, T239, T245, T259, T287, T296, T306, T335, T341, T355, T381, T390, T400, 415, T421, T435	The students will develop accuracy, phrasing, and expression while reading a variety of grade-level texts to support comprehension.	rehension, accuracy, expre	reinforce
		Central Ideas and Details				
	LA.1.RP.1	Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	Teacher's Edition: Unit 1: T9, T15, T65, T75, T79, T171, T177, T253 Unit 2: T9, T65, T75, T79, T89, T95, T145, T155, T159, T303 Unit 3: T9, T65, T75, T79, T89, T145, T155, T159, T169, T185, T227, T235, T237, T239, T241, T243 Unit 4: T24, T69, T70, T81, T82, T87, T88, T373 Unit 5: T9, T67, T68, T79, T81, T85, T87, T375 Unit 6: T101, T187, T347, T348, T357, T359, T360, T363, T365, T366, T369	The students will cite text evidence to support ideas and themes in grade level text.	text evidence, theme, retell, key details, characters, setting, events	reinforce
	LA.1.RP.2	Identify the main character(s), setting, and important events, drawing on key details in a literary text.	Teacher's Edition: Unit 1: S16, T14, T105, T160, T187, T226, T235, T236, T239, T240, T243 Unit 2: T25, T64, T72, T73, T74, T77, T78, T81, T105, T144, T152, T153, T154, T157, T158, T161, T263, T302, T310, T311, T312, T316, T347 Unit 3: T25, T64, T73, T74, T77, T78, T81, T104-T105, T144-T145, T153, T154-T155, T157, T158-T159, T161 Unit 4: T25, T29, T68, T70, T79, T80, T82, T85, T88, T91, T294-T295, T352 Unit 5: T24-T25, T29, T76, T112-T113, T117, T162-T163, T164, T173, T174, T176, T179, T180, T182, T185, T299, T344, T346, T355, T356, T358, T361, T362, T364, T367 Unit 6: T24, T29, T202, T252, T261, T262, T264, T267, T268, T270, T273, T298, T303, T486	The students will cite text evidence to support ideas and themes in grade level text.	text evidence, theme, retell, key details, characters, setting, events	reinforce
		Author's Craft				
	LA.1.RP.3	Explain the difference between the roles of author and narrator or speaker in a literary text.	Teacher's Edition: Unit 1: T128, T129, T366 Unit 2: T89, T262 Unit 3: T24, T37, T38, T104 Unit 4: T295, T342, T344, T353, T354, T356, T359, T360, T362, T365 Unit 5: T25, T36, T38, T40, T66-T67, T68, T77, T78-T79, T80, T83, T84, T86, T89, T303, T312	The students will cite evidence to support the ideas of the author, and define basic characteristics of literary text.	narrator, speaker, charact	introduce
	LA.1.RP.4	Identify the basic characteristics of literary text, drawing on a wide range of text types.	Teacher's Edition: Unit 1: S87, T441 Unit 2: T435 Unit 3: T24, T441 Unit 4: T489 Unit 5: T491 Unit 6: T493	The students will cite evidence to support the ideas of the author, and define basic characteristics of literary text.	narrator, speaker, charact	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry		**Knowledge and Ideas**				
	LA.1.RP.5	Compare and contrast the experiences of characters in familiar stories.	Teacher's Edition: Unit 1: S28, S72, T128, T144, T205, T224 Unit 2: T300 Unit 3: T62, T224	Students will make connections with literary text.	rast, key details, backgrou	reinforce
	LA.1.RP.6	Ask and answer questions about key details in a literary text.	Teacher's Edition: Unit 1: T252, T258, T306, T316, T320, T336, T382, T392, T396 Unit 4: T68, T80, T86, T317, Unit 5: T107, T235, T289, T312, T344, T356, T362, T385, Unit 6: T207, T486	Students will make connections with literary text.	rast, key details, backgrou	reinforce
	LA.1.RP.7	Make connections between own experiences and other cultures in literary texts.	Teacher's Edition: Unit 6: T223, T345, T361	Students will make connections with literary text.	rast, key details, backgrou	reinforce
	LA.1.RP.8	With prompting and support, read andcomprehend a wide range of literary texts of appropriate complexity for Grade 1.	Unit 1: T14-T15, T34-T40, T64-T65, T74-T75, T78-T79, T94-T95, T114-T122, T146-T147, T156-T157, T160-T161, T176-177, T196-T204, T291, T292-T293 Unit 2: T14-T15, T94-T95, T205, T252-T253 Unit 3: T14-T15, T94-T95, T174-T175, T194-T202, T208-T212, T226-T227, T236-T237, T240-T241 Unit 4: T14-T15, T34-T44, T68, T769, T70-T71, T80-T81, T82-T83, T86-T87, T88-T89, T231, T232-T233, T284-T285, T304-T320, T342-T343, T344-T345, T353, T354-T355, T356-T357, T359, T360-T361, T362-T363, T365 Unit 5: T14-T15, T34-T42, T66-T67, T68-T69, T78-T79, T80-T81, T84-T85, T86-T87, T102-T103, T122-T138, T162-T163, T64-T165, T173, T174-T175, T76-T177, T179, T180-T181, T182-T183, T185, T355, T361, T367, T484 Unit 6: T14-T15, T34-T46, T70-T71, T72-T73, T81, T82-T83, T84-T85, T87, T88-T89, T90-T91, T93, T142-T143, T192-T193, T212-T228, T250-T251, T252-T253, T261, T262-T263, T264-T265, T267, T268-T269, T270-T271, T273, T288-T289, T308-T324, T346-T347, T348-T349, T357, T358-T359, T360-T361, T363, T364-T365, T366-T367, T369, T486	Students will make connections with literary text.	rast, key details, backgrou	reinforce
	LA.1.RI.1		Teacher's Edition: Unit 1: S80, S86, S92, S98, T269, T306, T315, T316, T319, T320, T323, T347, T382, T390, T391, T392, T395, T396, T399 Unit 2: T228, T343, T376, T384, T385, T386, T390 Unit 3: T316, T390 Unit 4: T115, T156, T158, T167, T168-T169, T170, T173, T174-T175, T176-T177, T179, T482 Unit 6: T121, T166, T397, T436	The students will cite evidence to support the ideas of the author, and define basic characteristics of informational text.	y details, text features, infc	reinforce
	LA.1.RI.2		Teacher's Edition: Unit 1: T62, T99, T197, T198, T200, T202 Unit 3: T268, T308, T317, T318, T321, T322, T325 Unit 4: T119 Unit 6: T329	The students will cite evidence to support the ideas of the author, and define basic characteristics of informational text.	y details, text features, infc	reinforce
		complexity for Grade 1.				
	LA.1.RI.3	Define the role of the author and illustrator in presenting the ideas or information in a text.	Teacher's Edition: Unit 1: T47, T268, T273 Unit 2: T184, T221, T229, T230, T233, T234, T237 Unit 3: T291 Unit 4: T139, T207, T393 Unit 5: T260 Unit 6: T156, T158, T167, T168, T170, T173, T174, T176, T179, T392, T426, T438, T444, T488	Students will use text features to understand informational text.	xt features, informational te	introduce
	LA.1.RI.4	Use text features (titles, headings, visuals) to predict or confirm the topic of a text.	Teacher's Edition: Unit 1: S50, S62, T45, T127, T209, T365, T432 Unit 2: T47, T127, T285, T361, T426 Unit 3: T47, T139, T325, T388, T414, T478, T482, T484 Unit 4: T49, T139, T325, T388, T414, T478, T482, T484 Unit 5: T47, T327.T390, T409, T480, T486 Unit 6: T51, T233, T242, T329, T411, T482, T488	Students will use text features to understand informational text.	xt features, informational te	introduce
		Knowledge and Ideas				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.1.RI.5	Identify basic similarities and differences between two informational texts on the same topic.	Teacher's Edition: Unit 1: S104, S105, T241, T304, T380, T383, T393, T397 Unit 2: T62, T142, T158, T218, T316, T374, T376, T386, T390 Unit 3: T142, T158, T306, T308, T318, T322, T380 Unit 4: T66, T86, T154, T156, T168, T174, T244, T264, T340, T342, T354, T360, T420, T440, T486 Unit 5: T84, T160, T162, T180, T248, T268, T342, T344, T356, T362, T422, T488 Unit 6: T68, T88, T154, T156, T168, T174, T248, T268, T344, T346, T358, T364, T424, T444, T490	Students will make connections with informational text.	ırities/differences, topic, op	reinforce
	LA.1.RI.6	Identify an author's opinion(s) about a text.	Teacher's Edition: Unit 4: T207, T393 Unit 6: T116, T156, T158, T167, T168. T170, T173, T174, T176, T179, T392, T426, T428, T437, T438, T440, T443, T444, T446, T449, T462, T488	Students will make connections with informational text.	ırities/differences, topic, op	reinforce
	LA.1.RI.7	Make connections between own experiences and other cultures in informational texts.	Teacher's Edition: Unit 1: T432-T433 Unit 6: T383	Students will make connections with informational text.	ırities/differences, topic, op	reinforce
		Range of Reading and Level of Text Complexity				
	LA.1.RI.8	With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.	Teacher's Edition: Unit 1: T46-T51, T210-T213, T258, T278-T287, T306, T316, T320, T336, T356-T359, T382, T392, T396, T444, T445, T446, T447 Unit 2: T174-T175, T332-T333, T438, T439, T440, T441 Unit 3: T48-T50, T128-T130, T258-T259, T278-T286, T292-T294, T308-T309, T318-T319, T322-T323, T338-T339, T358-T361, T368-T369, T382-T383, T392-T393, T396-T397, T444, T445, T446, T447 Unit 4: T50-T54, T104-T105, T124-T134, T140-T142, T156-T157, T158-T159, T167, T168-T169, T170-T171, T173, T174-T175, T176-T177, T179, T192-T193, T212-T226, T246-T247, T248-T249, T257, T258-T259, T260-T261, T263, T264-T265, T266-T267, T269, T326-T328, T378-T379, T398-T401, T408-T409, T422-T423, T424-T425, T433, T434-T435, T436-T437, T439, T440-T441, T442-T443, T445,, T482, T484, T492, T493, T494, T495 Unit 5: T144-T148, T198-T199, T218,-T228, T250-T251, T252-T253, T261, T262-T263, T264-T265, T267, T268-T269, T270-T271, T273, T328-T331, T380-T381, T400-T403, T410-T411, T424-T425, T426-T427, T435, T436-T437, T438-T439, T441, T442-T443, T444-T445, T447, T486, T494, T495, T496, T497 Unit 6: T106-T17, T126-T137, T156-T157, T158-T159, T167, T168-T169, T170-T171, T173, T174-T175, T176-T177, T179, T330-T333, T382-T383, T402-T407, T412-T413, T426-T427, T428-T429, T437, T438-T439, T440-T441, T443, T444-T445, T446-T447, T449, T488, T496, T497, T498, T499	Students will read and comprehend a wide range of informational text.	range, comprehend	reinforce
		Acquisition and Use				
	LA.1.V.1	*Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.*	Teacher's Edition: Unit 1: T19, T29, T99, T109, T242, T341, T351, T398 Unit 2: T160, T236, T336 Unit 3: T99, T109, T324 Unit 4: T98, T112, T158, T170, T176, T278, T292, T344, T356, T362, T444 Unit 5: T192, T272, T366 Unit 6: T178, T368	Students will build and use a range of grade-level vocabulary.	tional, academic, discipline	reinforce
	LA.1.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.		Students will build and use a range of grade-level vocabulary.	tional, academic, discipline	reinforce
	LA.1.V.1.b	b. Use commonly occurring affixes to determine the meaning of unknown words.	Teacher's Edition: Unit 2: T19, T29, T382 Unit 3: T398 Unit 4: T110, T120, T144, T164, T178 Unit 5: T108, T118, T150, T170, T184, T206, T252, T264, T270, T282, T296, T346, T358, T364 Unit 6: T20	Students will build and use a range of grade-level vocabulary.	tional, academic, discipline	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.1.V.1.c	c. Identify commonly occurring root words and their inflectional forms.	Teacher's Edition: Unit 2: T257, T267 Unit 3: T232, T263, T273, T388 Unit 4: T372, T386, T424, T436, T442 Unit 5: T150, T332, T374, T426, T438, T444 Unit 6: T30, T78, T238, T414	Students will build and use a range of grade-level vocabulary.	tional, academic, discipline	reinforce
	LA.1.V.1.d	d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	Teacher's Edition: Unit 1: T35, T181, T191 Unit 2: T35, T126 Unit 3: T35, T445 Unit 4: T9, T23, T35, T36, T70, T82, T88, T125, T35 Unit 5: T35 Unit 6: T35, T41, T140	Students will build and use a range of grade-level vocabulary.	tional, academic, discipline	reinforce
		Context and Connotations				
	LA.1.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: S53, S65, S85 Unit 4: T187, T248, T260, T266, T331	Students will interpret a variety of language in grade-level text.	onnotative, technical, gran	reinforce
	LA.1.V.2.a	a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.	Teacher's Edition: Unit 1: S53, S65, S85 Unit 4: T187, T248, T260, T266, T331	Students will interpret a variety of language in grade-level text.	onnotative, technical, gran	reinforce
	LA.1.V.2.b	b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).	Teacher's Edition: Unit 1: S21, S33, S65, S85, S97 Unit 4: T201, T331 Unit 6: T23, T43, T115, T335	Students will interpret a variety of language in grade-level text.	onnotative, technical, gran	reinforce
	LA.1.V.2.c	c. Ask and answer questions about key words and phrases to determine their meaning.	Teacher's Edition: Unit 1: T44, T126, T208, T290, T364 Unit 2: T46, T204, T284, T360 Unit 3: T46, T126, T206, T290, T366 Unit 4: T18, T48, T108, T138, T196, T230, T324, T382, T406 Unit 5: T18, T46, T106, T142, T202, T232, T292, T326, T384, T408 Unit 6: T18, T50, T110, T140, T196, T232, T292, T328, T386, T410	Students will interpret a variety of language in grade-level text.	onnotative, technical, gran	reinforce
	LA.1.V.2.d	d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).	Teacher's Edition: Unit 2: T109 Unit 4: T364 Unit 5: T96, T110, T164, T176, T182	Students will interpret a variety of language in grade-level text.	onnotative, technical, gran	reinforce
		Apply handwriting skills to communicate ideas and information.				
	LA.1.FW.1	*Demonstrate and apply handwriting skills.*	Teacher's Edition: Unit 1: S14, S20, S26, S32, S38, S46, S52, S58, S64, S70, S84, S90, S102, T10, T90, T172, T254, T332 Unit 2: T10, T90, T170, T248, T328 Unit 3: T10, T90, T170, T254, T334 Unit 4: T10, T100, T188, T280, T374, T466 Unit 5: T10, T98, T194, T284, T376 Unit 6: T10, T102, T188, T284, T378	Students will demonstrate and apply handwriting skills.	ber and lowercase, graphe	reinforce
	LA.1.FW.1.a	a. Print all upper and lowercase manuscript letters using correct formation.		Students will demonstrate and apply handwriting skills.	ber and lowercase, graphe	reinforce
	LA.1.FW.1.b	b. Write the common grapheme (letter or letter group) for each phoneme.	Teacher's Edition: Unit 1: T16, T22, T26, T54, T96, T106, T178, T188, T260, T270, T338, T348, T420 Unit 2: T16, T26, T96, T106, T176, T186, T254, T264, T334, T344, T414 Unit 3: T16, T26, T96, T106, T176, T186, T260, T270, T340, T350 Unit 4: T16, T26, T106, T194, T204, T286, T296, T380, T390, T466 Unit 5: T16, T26, T104, T114, T200, T210, T290, T300, T382, T392 Unit 6: T16, T26, T108, T118, T194, T204, T290, T300, T384, T394	Students will demonstrate and apply handwriting skills.	ber and lowercase, graphe	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.1.FW.1.c	c. Use appropriate spacing between letters and words.	Teacher's Edition: Unit 1: S17, S23, S29, S35, S41, S49, S55, S61, S67, S73, S81, S87, S93, S99, S105, T348, T362, T372, T422 Unit 2: T416 Unit 3: T422 Unit 4: T468, T470 Unit 6: T472	Students will demonstrate and apply handwriting skills.	ber and lowercase, graphe	reinforce
	LA.1.FW.2	*Demonstrate sound-letter concepts when writing.*	Teacher's Edition: Unit 1: S89, S95, T16, T22, T26, T54, T58, T67, T96, T102, T106, T140, T178, T188, T220, T229, T260, T264, T270, T300, T309, T338, T348, T384, T420 Unit 2: T16, T26, T58, T92, T96, T106, T138, T147, T148, T176, T186, T214, T254, T264, T296, T328, T334, T344, T370, T378, T379, T414 Unit 3: T16, T26, T58, T66, T96, T106, T110, T138, T146, T176, T180, T186, T214, T220, T229, T254, T260, T270, T274, T302, T310, T311, T334, T340, T350, T370, T384, T385 Unit 4: T16, T26, T62, T73, T106, T110, T150, T161, T194, T204, T286, T296, T300, T336, T347, T380, T390, T466 Unit 5: T16, T26, T60, T71, T104, T114, T200, T210, T244, T254, T290, T300, T382, T386, T392, T429 Unit 6: T16, T20, T26, T75, T108, T118, T194, T198, T204, T254, T290, T300, T384, T394	Students sound-letter concepts when writing.	eme, syllables, vowel, cons	reinforce
	LA.1.FW.2.a	a. Segment phonemes in two- and three-phoneme syllables.		Students sound-letter concepts when writing.	eme, syllables, vowel, cons	reinforce
	LA.1.FW.2.b	b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.	Teacher's Edition: Unit 1: T12, T16, T22, T26, T92, T178, T256, T260, T420 Unit 2: T12, T96, T176, T414 Unit 3: T16, T26, T96, T186, T260 Unit 4: T16, T194, T390, T466 Unit 5: T104, T210, T382 Unit 6: T16, T26, T108, T118, T194, T384	Students sound-letter concepts when writing.	eme, syllables, vowel, cons	reinforce
		Production of Writing				
	LA.1.W.1	*Write and expand grammatically correct simple sentences and paragraphs.*	Teacher's Edition: Unit 1: T424 Unit 2: T282, T292, T298, T418 Unit 3: T424 Unit 4: T470 Unit 5: T472 Unit 6: T138, T146, T152, T474	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce
	LA.1.W.1.a	a. Capitalize proper nouns (e.g., days of the week, names of people).	Teacher's Edition: Unit 1: T424 Unit 2: T282, T292, T298, T418 Unit 3: T424 Unit 4: T470 Unit 5: T472 Unit 6: T138, T146, T152, T474	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce
	LA.1.W.1.b	b. Use end punctuation, commas in dates, and commas to separate single words in a series.	Teacher's Edition: Unit 1: T125, T137, T143, T207, T217, T223, T363, T373, T379, T408-T409, T423 Unit 2: T417 Unit 3: T423 Unit 4: T137, T147, T153, T469 Unit 5: T141, T153, T159, T471 Unit 6: T473	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce
	LA.1.W.1.c	c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.	Teacher's Edition: Unit 2: T96, T106, T1245, T134, T140, T254, T264, T282, T292, T298, T402	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce
	LA.1.W.1.d	d. Form and use regular and frequently occurring irregular plural nouns.	Teacher's Edition: Unit 1: T183, T193, T215, T221, T232 Unit 2: T97, T107, T124, T125, T134, T135, T141, T335, T345, T358, T359, T366, T367, T373 Unit 3: T101, T111, T133, T139, T150	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce
	LA.1.W.1.e	e. Use subject-verb agreement in simple and compound sentences.	Teacher's Edition: Unit 3: T97, T107, T125, T135, T141, T261, T271, T289, T299, TT305 Unit 4: T17, T27, T47, T59, T65, T107, T117, T137, T146, T153, T287, T323, T297, T333, T339	Students will write grammatically correct simple sentences and paragraphs.	ocabulary, punctuation, ca	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.1.W.2	*Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Teacher's Edition: Unit 1: T406-T407, T413 Unit 2: T254, T264, T282, T292, T298, T334, T344, T358, T366, T372, T400 Unit 3: T60, T222, T364, T372, T407 Unit 4: T106, T116, T136, T194, T204, T228, T236, T380 Unit 5: T200, T210, T290, T300, T324, T382, T392, T406, T414, T454-T455, T456 Unit 6: T16, T26, T48, T60, T108, T118, T290, T300, T326, T336	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
	LA.1.W.2.a	a. Use prewriting activities and resources to generate and organize ideas.	Teacher's Edition: Unit 1: T406-T407, T413 Unit 2: T254, T264, T282, T292, T298, T334, T344, T358, T366, T372, T400 Unit 3: T60, T222, T364, T372, T407 Unit 4: T106, T116, T136, T194, T204, T228, T236, T380 Unit 5: T200, T210, T290, T300, T324, T382, T392, T406, T414, T454-T455, T456 Unit 6: T16, T26, T48, T60, T108, T118, T290, T300, T326, T336	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
	LA.1.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: S11, S17, S23, S29, S35, S41, S49, S55, S61, S67, T73, S81, S87, S93, S99, S105, T16, T26, T42, T54, T60, T63, T96, T106, T124, T133, T136, T142, T145, T178, T188, T206, T222, T225, T260, T270, T288, T296, T302, T305, T338, T348, T362, T372, T378, T402-T411, T440 Unit 2: T16, T26, T54, T60, T63, T96, T106, T124, T134, T140, T143, T176, T202, T210, T216, T219, T264, T282, T292, T298, T334, T344, T358, T366, T372, T375, T396-T405, T434 Unit 3: T16, T26, T44, T54, T60, T63, T96, T106, T124, T134, T140, T143, T176, T204, T216, T222, T225, T260, T288, T298, T304, T307, T340, T350, T364, T372, T378, T381, T402-T411, T437, T440 Unit 4: T16, T26, T46, T58, T64, T67, T106, T116, T136, T146, T152, T194, T204, T228, T236, T242, T245, T296, T322, T332, T338, T380, T390, T404, T412, T418, T421, T448-T457, T487 Unit 5: T16, T26, T44, T56, T62, T65, T104, T114, T140, T152, T200, T210, T230, T240, T246, T249, T290, T300, T324, T334, T340, T343, T382, T392, T406, T414, T420, T423, T450-T459, T489, T491, T493 Unit 6: T16, T26, T48, T60, T66, T108, T118, T138, T146, T152, T155, T194, T204, T230, T240, T246, T290, T300, T326, T336, T342, T345, T384, T394, T408, T416, T422, T425, T452-T461, T495	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
	LA.1.W.2.c	c. Use feedback from others to improve writing and/or add details.	Teacher's Edition: Unit 1: T54, T136, T216, T296, T372, T408, T409 Unit 2: T54, T134, T210, T292, T366, T402 Unit 3: T54, T134, T216, T298, T372, T408, T409 Unit 4: T58, T146, T236, T332, T412, T454, T455 Unit 5: T56, T152, T240, T334, T414, T456, T457 Unit 6: T60, T146, T240, T336, T416, T458, T459	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
	LA.1.W.2.d	d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	Teacher's Edition: Unit 1: T443 Unit 3: T333	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
	LA.1.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Teacher's Edition: Unit 1: T222, T302, T378, T408, T432 Unit 2: T140, T216, T298, T402, T426 Unit 3: T140, T304, T408, T432 Unit 4: T152, T338, T454, T478 Unit 5: T158, T340, T456, T480 Unit 6: T152, T342, T458, T482	Students will produce writing appropriate to the audience and purpose.	ose, audience, writing proc	reinforce
		Modes of Writing				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.1.W.3	*With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.*	Teacher's Edition: Unit 1: T178, T188, T206, T402, T404, T406, T410, T412, T413 Unit 2: T254, T264, T282, T396, T398, T400, T404, T406, T407 Unit 3: T16, T26, T44, T96, T106, T124, T176, T186, T204 Unit 4: T46, T286, T296, T322, T448, T450, T452, T456, T458, T459 Unit 5: T104, T114, T140, T290, T300, T324 Unit 6: T16, T26, T48, T194, T204, T230, T290, T300, T326	Students will write a sequenced narrative.	narrative, sequence, details	reinforce
	LA.1.W.3.a	a. Include some relevant details.		Students will write a sequenced narrative.	narrative, sequence, details	reinforce
	LA.1.W.3.b	b. Use time order words to signal sequence of events.	Teacher's Edition: Unit 1: S17, T403, T406, T407, T413 Unit 2: T400, T407	Students will write a sequenced narrative.	narrative, sequence, details	reinforce
	LA.1.W.3.c	c. Provide a sense of closure.	Teacher's Edition: Unit 1: T408, T413 Unit 2: T402, T407 Unit 5: T290, T324 Unit 6: T26, T48, T290, T300, T326, T336	Students will write a sequenced narrative.	narrative, sequence, details	reinforce
	LA.1.W.4	*With prompting and support, express an opinion about a topic or text and provide a supporting reason.*	Teacher's Edition: Unit 1: S41, S55, S73 Unit 2: T16, T26, T44 Unit 3: T260, T270, T288, T340, T350, T364 Unit 4: T106, T116, T136 Unit 5: T16, T26, T44, T382, T392, T406 Unit 6: T384, T394, T408, T452, T454, T456, T460, T462, T463	Students will write a supported opinion piece of writing.	opinion, topic, support	reinforce
	LA.1.W.4.a	a. Introduce a topic or text.		Students will write a supported opinion piece of writing.	opinion, topic, support	reinforce
	LA.1.W.4.b	b. State an opinion and provide a reason to support the opinion.	Teacher's Edition: Unit 1: S41, S55, S73, T142, T145, T222, T378 Unit 2: T16, T26, T44, T54, T60, T372 Unit 3: T222, T225, T260, T288, T340, T364, T378 Unit 4: T64, T83, T106, T116, T136, T152, T171, T421, T437 Unit 5: T44, T62, T246, T382, T392, T406, T414, T420, T427, T439, T445 Unit 6: T66, T342, T384, T394, T408, T416, T441, T452, T456-T457, T458, T462	Students will write a supported opinion piece of writing.	opinion, topic, support	reinforce
	LA.1.W.4.c	c. Provide a sense of closure.	Teacher's Edition: Unit 5: T382, T392, T406, T414 Unit 6: T462	Students will write a supported opinion piece of writing.	opinion, topic, support	reinforce
	LA.1.W.5	*With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.*	Teacher's Edition: Unit 1: T16, T26, T42, T96, T106, T124, T260, T270, T288, T338 T348, T362, T429, T438, T440 Unit 2: T96, T106, T124, T176, T186, T202, T334, T344, T358, T423, T434 Unit 3: T402, T404, T406, T410, T412, T413, T429, T440 Unit 4: T16, T26, T194, T204, T228, T380, T390, T404, T475, T486, T488 Unit 5: T200, T210, T230, T450, T452, T454, T458, T460, T461, T477, T488, T490 Unit 6: T108, T118, T138, T479, T490	Students will write an informative piece with supporting facts and details.	facts, support, details	reinforce
	LA.1.W.5.a	a. Introduce a topic.		Students will write an informative piece with supporting facts and details.	facts, support, details	reinforce
	LA.1.W.5.b	b. Develop a topic using supporting facts and details.	Teacher's Edition: Unit 1: T260, T288, T296, T338, T348, T362, T372 Unit 2: T334, T344, T358 Unit 3: T381, T406-T407, T412 Unit 4: T194, T228, T236	Students will write an informative piece with supporting facts and details.	facts, support, details	reinforce
	LA.1.W.5.c	c. Use words and phrases related to the topic.	Teacher's Edition: Unit 2: T143, T219 Unit 3: T143 Unit 4: T67, T228, T245, T380, T404 Unit 5: T65, T249, T423 Unit 6: T345	Students will write an informative piece with supporting facts and details.	facts, support, details	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Writing	LA.1.W.5.d	d. Provide a sense of closure.	Teacher's Edition: Unit 3: T408, T413 Unit 4: T286, T322 Unit 6: T16	Students will write an informative piece with supporting facts and details.	facts, support, details	reinforce
	LA.1.W.6	*With prompting and support, identify information from provided sources to answer a question.*	Teacher's Edition: Unit 1: T56-T57, T138-T139, T218-T219, T298-T299, T305, T374-T375 Unit 2: T56-T57, T136-T137, T212-T213, T294-T295, T368-T369 Unit 3: T56-T57, T136-T137, T218-T219, T300-T301, T374-T375 Unit 4: T60-T61, T148-T149, T238-T239, T334-T335, T414-T415 Unit 5: T58-T59, T154-T155, T242-T243, T336-T337, T416-T417 Unit 6: T62-T63, T148-T149, T242-T243, T338-T339, T418-T419	Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
	LA.1.W.6.a	a. Retell or recall information from provided sources.		Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
	LA.1.W.6.b	b. Use provided print and/or digital tools to gather information and ideas to answer questions.	Teacher's Edition: Unit 1: T218-T219, T374-T375, T433 Unit 2: T136-T137, T212-T213, T427 Unit 3: T136-T137, T218-T219, T374-T375, T406, T412, T433 Unit 4: T60-T61, T148-T149, T238-T239, T334-T335, T414-T415, T479 Unit 5: T154-T155, T242-T243, T416-T417, T481 Unit 6: T242-T243, T418-T419, T483	Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
	LA.1.W.6.c	c. Sort evidence and information into categories.	Teacher's Edition: Unit 1: T56-T57, T263, T273, T298-T299 Unit 3: T56 Unit 5: T58-T59, T65, T69, T81, T87 Unit 6: T7, T62-T63	Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
	LA.1.W.6.d	d. Use provided print and/or digital tools to gather information and ideas and to answer questions.	Teacher's Edition: Unit 1: T218-T219, T374-T375, T433 Unit 2: T136-T137, T212-T213, T427 Unit 3: T136-T137, T218-T219, T374-T375, T406, T412, T433 Unit 4: T60-T61, T148-T149, T238-T239, T334-T335, T414-T415, T479 Unit 5: T154-T155, T242-T243, T416-T417, T481 Unit 6: T242-T243, T418-T419, T483	Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
	LA.1.W.6.e	e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).	Teacher's Edition: Unit 1: T433	Students will answer questions with text evidence from a variety of sources.	text evidence, sources	reinforce
		Comprehension and Collaboration				
	LA.1.SL.1	*Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.*	Teacher's Edition: Unit 1: S10, S12, S18, S30, S44, S56, S76, S82, S88, S94, S100, T7, T54, T56-T57, T60, T87, T138-T139, T142, T169, T218, T222, T251, T298-T299, T302, T329, T374-T375, T378 Unit 2: T7, T56-T57, T87, T136-T137, T140, T167, T212-T213, T216, T245, T294-T295, T298, T325, T368-T369, T372 Unit 3: T7, T56-T57, T87, T136-T137, T167, T218-T219, T222, T251, T300-T301, T304, T331, T374-T375, T378 Unit 4: T7, T60-T61, T97, T148-T149, T152, T185, T238-T239, T242, T277, T334-T335, T338, T371, T414-T415 Unit 5: T7, T58-T59, T62, T95, T154-T155, T158, T191, T242-T243, T281, T336-T337, T340, T373, T416-T417, T420 Unit 6: T7, T62-T63, T99, T148-T149, T185, T242-T243, T281, T338-T339, T342, T375, T418-T419	Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce
	LA.1.SL.1.a	a. Ask pertinent questions to acquire or confirm information.		Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listeni	LA.1.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Teacher's Edition: Unit 1: S12, S18, S56, S75, S76, S82, S100, T7, T56-T57, T138, T169, T218, T222, T298-T299, T302, T410 Unit 2: T7, T56-T57, T167, T212, T245, T294-T295, T325, T404 Unit 3: T56-T57, T87, T222, T251, T300-T301, T331, T374 Unit 4: T60, T242, T277, T334, T338, T374 Unit 5: T62, T95, T154, T191, T242, T281, T336, T340, T373, T416, T420 Unit 6: T7, T62-T63, T66, T148-T149, T242, T281, T338-T339, T342, T375, T418, T422	Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce
	LA.1.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Unit 1: S12, S18, S24, S30, S56, S100, T169, T218 Unit 2: T167, T212, T325, T368 Unit 3: T7, T56, T218, T251, T300, T331, T374 Unit 4: T185, T277, T334, T371, T414 Unit 5: T95, T154, T191, T242, T373, T417 Unit 6: T185, T242, T375, T418	Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce
	LA.1.SL.1.d	d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	Teacher's Edition: Unit 1: S82, T56, T60, T142, T222, T302, T378, T410 Unit 2: T60, T140, T167, T212, T216, T298, T325, T368, T372, T404 Unit 3: T60, T140, T222, T251, T300, T378 Unit 4: T64, T152, T242, T277, T334, T338, T418 Unit 5: T62, T95, T154, T158, T246, T340, T373, T416, T420 Unit 6: T66, T152, T246, T342, T422	Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce
	LA.1.SL.1.e	e. Complete a task following one/two-step directions.	Teacher's Edition: Unit 1: S8-S9, S18, S22, S75, T56-T57, T60, T63, T138-T139, T142, T218, T222, T298-T299, T374-T375, T378, T381, T438 Unit 2: T56-T57, T60, T63, T136-T137, T212-T213, T294-T295, T301, T368-T369, T375, T432 Unit 3: T5, T56-T57, T136-T137, T143, T218-T219, T225, T300-T301, T307, T374-T375, T438 Unit 4: T60-T61, T71, T89, T148-T149, T155, T177, T238-T239, T334-T335, T341, T414-T415, T488 Unit 5: T58-T59, T154-T155, T161, T242-T243, T336-T337, T343, T347, T416-T417, T490 Unit 6: T62-T63, T69, T148-T149, T242-T243, T249, T338-T339, T418-T419, T425, T492	Students will participate in discussions about 1st grade topics and texts.	discussions, topics, text	introduce
		Presentation of Knowledge and Ideas				
	LA.1.SL.2	*Tell a story or recount experiences with appropriate facts and pertinent descriptive details.*	Teacher's Edition: Unit 1: T410 Unit 2: T404 Unit 3: T225, T300-T301	Students will recount personal expriences with facts and details.	recount, facts and details	reinforce
	LA.1.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.		Students will recount personal expriences with facts and details.	recount, facts and details	reinforce
	LA.1.SL.2.b	b. Convey a personal perspective with clear reasons.	Teacher's Edition: Unit 1: S24, S68, S100 Unit 2: T87, T136 Unit 4: T97 Unit 6: T99, T148, T452-T460	Students will recount personal expriences with facts and details.	recount, facts and details	reinforce
	LA.1.SL.2.c	c. With prompting and support, explain the purpose of information being presented.	Teacher's Edition: Unit 1: T57, T139, T219, T299, T375 Unit 2: T57, T137, T212, T295, T369 Unit 3: T57, T137, T219, T301, T375 Unit 4: T61, T149, T239, T335, T415 Unit 5: T59, T155, T243, T337, T417 Unit 6: T63, T149, T243, T339, T419	Students will recount personal expriences with facts and details.	recount, facts and details	reinforce
	LA.1.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	Teacher's Edition: Unit 1: S82, T410 Unit 2: T404, T422 Unit 3: T57, T63, T410, T428 Unit 6: T460, T478	Students will recount personal expriences with facts and details.	recount, facts and details	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
n g	LA.1.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.		Students will recount personal expriences with facts and details.	recount, facts and details	reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Smart Start	Week 1	TSW identify and blend the sounds m, s, a, p, t, n, r, i.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and blend c, f, o, d, h, s, e, b, l, ll.		
	Week 3	TSW identify and blend k, ck, u, g, w, x, v, qu, j, y, z.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 1	Week 1	TSW identify and blend short o and inflectional ending -s.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and blend short i and double final consonants.		
	Week 3	TSW identify and decode beginning consonant f-blends and plural -s.		
	Week 4	TSW identify and decode short o. TSW organize words into alphabetical order.		
	Weeks 5 - 6	TSW identify and decode beginning consonant r-blends and s-blends. TSW identify possessive nouns.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 2	Week 1	TSW identify and blend short e spelled e and ea. TSW decode words with inflectional ending -ed.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and decode short u. TSW will decode contractions with 's.		
	Week 3	TSW identify and decode ending consonant blends. TSW decode inflectional ending -ing.		

	Week 4	TSW identify and decode consonant digraphs sh, th, -ng. TSW identify closed syllables.		
	Weeks 5 - 6	TSW identify and decode consonant digraphs ch, tch, wh, ph. TSW identify and decode words with plural ending -es.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 3	Week 1	TSW identify and decode long a spelled a_e. TSW identify and decode contractions with not.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and decode long i spelled i_e. TSW identify and decode plurals with CVCe.		
	Week 3	TSW identify and decode soft c and g/dge. TSW identify and decode infledtional endings -ed and -ing when the final e is dropped.		
	Week 4	TSW identify and decode long o spelled o_e, long u spelled u_e, long e spelled e_e. TSW identify and decode CVCe syllables.		
	Weeks 5 - 6	TSW identify and decode digraphs oo, u. TSW identify and decode inflectional endings -ed and -ing when the final consonant is doubled.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 4	Week 1	TSW identify and decode the long a spelled a, ai, ay. TSW identify and sort words into alphabetical order using the first two letters.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing

	Week 2	TSW identify and decode the long e spelled e, ee, ea, ie. TSW identify and decode prefixes re-, un-, pre-.		
	Week 3	TSW identify and decode the long o spelled o, oa, ow, oe. TSW identify and decode open syllables.		
	Week 4	TSW identify and decode the long i spelled i, igh, y, ie. TSW identify and decode inflectional endings with the y is changed to i.		
	Weeks 5 - 6	TSW identify and decode the long e spelled y, ey. TSW identify and decode compound words.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 5	Week 1	TSW identify and decode the r-controlled vowel or. TSW identify and decode plurals when the -y is changed to -ies.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and decode r-controlled vowels or, ir, ur, er. TSW identify and decode the suffix -er.		
	Week 3	TSW identify and decode r-controlled vowel or, ore, oar. TSW identify and decode abbreviations.		
	Week 4	TSW identify and decode diphthongs ou, ow. TSW identify and decode comparative inflectional endings -er, -est.		
	Weeks 5 - 6	TSW identify and decode diphthongs ai, ay. TSW identify and decode final stable syllables.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**

Unit 6	Week 1	TSW identify variant vowel spellings oo, ou, u_e, ew, ui, ue, u. TSW identify and decode suffixes -full and -less.	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing	https://drive.google.com/file/d/1cyK1-tJxHSJ18i7teCA4VZTEncSFJiAF/view?usp=sharing
	Week 2	TSW identify and and decode variant vowel spellings with digraphs au, aw, a, augh, al. TSW identify and decode vowel-team syllables.		
	Week 3	TSW identify and decode silent letter consonant digraphs wr, kn, gn. TSW identify and decode compound words.		
	Week 4	TSW identify and decode three letter consonant blends scr, spl, spr, str, thr, shr. TSW identify and decode inflectional endings -ed and -ing.		
	Weeks 5 - 6	TSW identify and decode r-controlled vowels air, are, ear. TSW identify and decode r-controlled vowel syllables.		

The first grade writing curriculum can be found at the following link:					
https://drive.google.com/drive/folders/1KKAOlic51yxO2gnhu6a9QNe8SjjZDMYY?usp=drive_link					

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Concepts of Print				
	LA.2.F.1	*Demonstrate knowledge of the organization and basic concepts of print.*	Teacher's Edition: Unit 1: T272 Unit 2: T42, T174, T178-179, T418 Unit 3: T163, T164, T429 Unit 4: T29, T33, T46, T173, T174-175 Unit 5: T283, T288, T416-417, T420 Unit 6: T10, T30	Students will show understanding of print.	concepts of print	Reinforce
	LA.2.F.1.a	a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.	Teacher's Edition: Unit 1: T282, 283 Unit 2: T389 Unit 3: T380 Unit 6: T370, T386	Students will show understanding of print.	concepts of print	Reinforce
		Phonological Awareness				
	LA.2.F.2	*Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).*	Teacher's Edition: Unit 1: T76, T90, T104, T184, T220, T234, T302, T324 Unit 2: T328 Unit 3: T62, T76, T82, T104, T212, T222 Unit 4: T64, T78, T306, T320 Unit 5: T48, T74, T184, T308 Unit 6: T218	Students will show advanced phonemic awareness skills.	syllables, sounds, phonemes	Reinforce
	LA.2.F.2.a	a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.	Teacher's Edition: Unit 1: T54, T64, T68, T80, T96, T108, T198, T210, T212, T226, T238, T316, T328 Unit 2: T64, T76, T86, T92, T100, T104, T184, T198, T210, T220, T226, T234, T238, T316, T328 Unit 4: T56, T312 Unit 5: T90, T102, T302, T320 Unit 6: T86, T100, T104, T204, T308	Students will show advanced phonemic awareness skills.	syllables, sounds, phonemes	Reinforce
	LA.2.F.2.b	b. Substitute sounds in words with five or more phonemes.	Teacher's Edition: Unit 1: T192, T206 Unit 2: T58, T72, T192, T206, T310, T324 Unit 3: T90, T194, T212 Unit 4: T84, T98, T106, T188, T202 Unit 5: T56, T70, T84 Unit 6: T92, T212, T230, T302, T320	Students will show advanced phonemic awareness skills.	syllables, sounds, phonemes	Reinforce
	LA.2.F.2.c	c. Delete initial and final phonemes in words including words with blends.	Teacher's Edition: Unit 3: T186, T304 Unit 5: T98, T212, T230, T294 Unit 6: T72, T190, T202	Students will show advanced phonemic awareness skills.	syllables, sounds, phonemes	Reinforce
		Phonics and Word Analysis				
	LA.2.F.3	*Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.*	Teacher's Edition: Unit 1: T214, T215, T221, T222, T223, T226, T227, T228, T229, T236, T238, T311, T312, T313, T315, T316, T317, T318, T319, T322, T328, Unit 2: T52, T53, T74, T76, T80, T81, T87, T88, T89, T92, T93, T98, T100, T101, T102, T103, T104, T198, T199, T222, T238, T317 Unit 3: T90 Unit 4: T71, T98, T99 Unit 5: T91	Students will use phonices strategies to decode and encode words.	decoding, endcoding, phonics	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Foundations	LA.2.F.3.a	a. Decode words with variable vowel teams and vowel diphthongs.	Teacher's Edition: Unit 3: T56-T57, T60, T63, T64-T65, T67, T74, T77, T78, T80, T92, T93, T94, T95, T98, T99, T100, T102, T104, T105, T106, T107, T108, T188, T189, T192, T194, T195, T196, T197, T199, T202, T203, T208, T212, T216, T217, T220, T223, T224, T225, T227, T228, T229, T230, T231, T234, T237, T240, T306, T307, T310, T313, T314, T315, T317, T318, T319, T320, T321, T324, T327, T328, T329, T330 Unit 5: T50-T51, T54, T56, T57, T58, T59, T61, T64, T65, T68, T71, T72, T74, T78-T79, T82, T178, T179, T182, T185, T189, T191, T192, T193, T196, T199, T200, T201, T202, T206-T207, T210, T213, T217, T219, T223, T224, T227, T228, T229, T230, T231, T296, T297, T300, T303, T304, T305, T307, T310, T311, T314, T317, T318, T319, T320, T206, T207, T210, T213, T214, T215, T219, T220, T221, T224, T226, T227, T228-T229, T230 Unit 6: T206, T207, T210, T213, T214, T215, T218, T220, T221, T224, T227, T228-T229, T230			
	LA.2.F.3.b	b. Decode regularly spelled two-syllable words with long vowels.	Teacher's Edition: Unit 1: T64, T77, T102, T188, T202, T222, T228, T318, T322, T328 Unit 2: T66, T82, T90, T92, T93, T96, T100, T101, T104, T198, T199 Unit 3: T64-T65, T68, T86, T92, T93, T94, T98, T99, T100, T104, T105, T108, T202, T208, T224, T225, T227, T230, T231, T240, T314, T315, T317, T327, T328, T330 Unit 4: T60, T94, T269, T310, T316, T324 Unit 5: T298 Unit 6: T56, T58, T60, T61, T62-T63, T64, T66, T67, T73, T74, T80, T81, T84, T87, T88, T89, T92, T93, T98, T100, T101, T102-T103, T104, T178-T179, T182, T184, T186, T190, T192, T193, T196, T198, T199, T200-T201, T202, T206, T207, T210, T216-T217, T222, T226, T227, T228-T229, T230	Students will use phonices strategies to decode and encode words.	decoding, endcoding, phonics	Reinforce
	LA.2.F.3.c	c. Decode words with open and closed syllables and consonant -le.	Teacher's Edition: Unit 6: T52-53, T59, T60-61, T66-67, T73, T74-75, T76, T178-179, T185, T186-187, T192-193, T199, T200-201, T202, T398-399, T402-403	Students will use phonices strategies to decode and encode words.	decoding, endcoding, phonics	Reinforce
	LA.2.F.3.d	d. Decode words with common Anglo roots and suffixes.	Teacher's Edition: Unit 1: T11, T13, T14, T15, T111, T143 Unit 2: T11, T216, T224, T230, T239, T240-241, T272, T274-275, T337, T344, T350 Unit 3: T111 Unit 4: T60, T68, T74, T83, T112, T237 Unit 5: T133, T135, T137, T138-139, T156, T159, T161, T244, T246 Unit 6: T82, T90-T91, T96, T105, T107	Students will use phonices strategies to decode and encode words.	decoding, endcoding, phonics	Reinforce
	LA.2.F.3.e	e. Decode words with silent letter combinations.	Teacher's Edition: Unit 4: T58-59, T65, T66-67, T72-73, T79, T80-81, T82	Students will use phonices strategies to decode and encode words.	decoding, endcoding, phonics	Reinforce
		Fluency				
	LA.2.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.*	Teacher's Edition: Unit 1: T26, T50, T158, T180, T286, T333, T338, T341, T347, T420 Unit 2: T26, T46, T154, T180, T286 Unit 3: T26, T50, T158, T182, T373, T422 Unit 4: T24, T52, T158, T176, T239, T247, T253, T269, T282, T329, T337, T343 Unit 5: T24, T44, T107, T115, T121, T150, T235, T243, T249, T278, T414 Unit 6: T24, T46, T152, T172, T278, T414	Students will use phrasing and expression while reading grade level text.	accuracy, phrasing, expression, comphrehension	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
of Reading	LA.2.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.	Teacher's Edition: Unit 1: T26, T113, T121, T127, T180, T225, T237, T248, T315, T327 Unit 2: T26, T46, T63, T91, T103, T109, T117, T123, T154, T180, T197, T225, T420 Unit 3: T67, T107, T158, T288, T317, T335, T340, T343, T349 Unit 4: T24, T52, T69, T81, T97, T109, T115, T123, T129, T158, T176, T193, T205, T221, T233, T282, T311, T323 Unit 5: T24, T44, T61, T73, T278, T279, T325, T333, T339, T414 Unit 6: T24, T46, T71, T99, T109, T117, T123, T152, T172, T197, T225, T278, T315	Students will use phrasing and expression while reading grade level text.	accuracy, phrasing, expression, comphrehension	Introduce
	LA.2.F.4.b	b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	Teacher's Edition: Unit 1: T26, T50, T61, T75, T89, T103, T158, T180, T191, T205, T219, T225, T233, T237, T286, T309, T315, T323, T327, T333, T341 Unit 2: T26, T46-47, T57, T63, T71, T75, T85, T91, T99, T103, T117, T154, T180, T191, T197, T205, T209, T219, T225, T233, T237, T286, T309, T315, T323, T327 Unit 3: T26-27, T50, T61, T67, T75, T79, T89, T95, T103, T107, T113, T121, T127, T158, T182, T193, T199, T207, T211, T221, T227, T288 Unit 4: T24, T52, T62, T77, T90, T105, T158, T176, T186, T201, T214, T221, T229, T282, T304, T318 Unit 5: T24, T44, T54, T69, T74, T83, T97, T102, T183, T197, T202, T211, T225, T230, T278, T298, T315, T320 Unit 6: T57, T76, T85, T104, T152, T172, T183, T202, T211, T230, T278, T301, T320	Students will use phrasing and expression while reading grade level text.	accuracy, phrasing, expression, comphrehension	Introduce
		Central Ideas and Details				
	LA.2.RP.1	Recount narratives and determine their central message, lesson, or moral.	Teacher's Edition: Unit 1: T9-T13, T119, T141-T145, T152, T178, T249, T250, T252, T255, T258, T261 Unit 2: T146-T147, T150-T151, T152-T153, T158-T169, T172-T173, T242-T243, T249, T255, T261, T269, T332, T340, T346 Unit 3: T139, T145, T179, T251 Unit 4: T328-T329, T336-T337, T342-T343, T334, T335, T341, T347 Unit 5: T132-T133, T140-T141 Unit 6: T43, T139, T146-T147, T148-T149, T150-T151, T163B, T164-T165, T169, T234-T235, T236-T237, T241, T242-T243, T244-T245, T247, T248-T249, T250-T251, T253, T324-T325, T332-T333, T338-T339, T433	Students will summarize parts of the narrative describing main idea and theme.	central message, moral, theme	Reinforce
	LA.2.RP.2	Describe characters and how they interact with one another.	Teacher's Edition: Unit 1: T7, T9-T13, T18, T23,T31, T36, T38, T39, T112-T113, T114-T115, T117, T119, T120, T125, T126-T127, T131, T150, T154-T155, T156-T157, T178, T242, T244, T248, T249, T250, T251, T252-T253, T256-T257, T258-T259 Unit 2: T135, T146-T147, T148-T149, T152-T153, T159, T160, T163, T166, T168, T172-T173, T176, T244-T245, T250-T251, T252-T253, T256-T257, T258-T259, T332-T333, T346-T347 Unit 3: T156-T157 Unit 4: T30, T34, T328-T329, T336-T337, T342-T343, T384-T385 Unit 5: T39, T40, T106-T107, T112, T142-T143, T148-T149, T234-T235, T242-T243, T248-T249 Unit 6: T44-T45, T158, T160, T168, T234-T235, T236-T237, T240, T241, T242-T243, T244-T245, T247, T248-T249, T250-T251, T253, T324-T325, T338-T339, T414-T415	Students will describe character's traits in a story.	characters, interactions	Reinforce
		Author's Craft				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.2.RP.3	Determine and explain who is telling a story within and across literary texts.	Teacher's Edition: Unit 1: T22, T23 Unit 2: T139, T140, T141, T420-T421 Unit 3: T141, T143, T150-T151, T154-T155, T156-T157, T251 Unit 4: T328-T329 Unit 5: T42-T43, T135, T136, T137, T144-T145, T146-T147, T155, T156, T159, T234-T235, T242-T243, T247, T248-T249, T236-T237, T241, T247, T250-T251, T253, T420-T421 Unit 6: T168, T263, T264, T272-T273, T276-T277, T283, T284, T287-T288, T289, T324-T325, T330, T331, T332-T333, T337, T338-T339, T343	Students will identify who is telling the story.	point-of-view	Introduce
	LA.2.RP.4	Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	Teacher's Edition: Unit 1: T7, T9, T10, T11, T12, T13, T18-19, T20-21, T31, T32, T33, T34, T36, T38, T39, T42, T114, T119, T122, T125, T128, , T131, T141, T177, T423 Unit 5: T39 Unit 6: T144-145, T240, T417	Students will identify the elements of the story.	literary elements, conflict, solution	Reinforce
		Knowledge and Ideas				
	LA.2.RP.5	Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	Teacher's Edition: Unit 2: T171, T176, T177 Unit 6: T166	Students will compare and contrasts different versions of a story.	compare, contrast, culture	Introduce/Reinforce
	LA.2.RP.6	Ask and answer literal (e.g., recall/details) and simple inferential (e. g., why or how) questions about key details in a literary text.	Teacher's Edition: Unit 1: T52, T174, T242-T243, T244-T245, T255, T256-T257, T258-T259, T270-T271, T276-T277, T332-T333, T339, T340-T341, T351, T418-T419 Unit 2: T144-T145, T150-T151, T248, T249, T258-T259, T282-T283, T284-T285, T294-T295 Unit 3: T174-T175, T244-T245, T252-T253, T259-T259, T441 Unit 4: T22-T23, T44-T45, T114-T115, T116-T117, T122-T123, T124-T125, T128-T129, T130-T131, T278-T279, T280-T281, T290-T291 Unit 5: T137, TT234-T235, T242-T243, T248-T249, T236-T237, T250-T251 Unit 6: T137-T139, T142-T143, T146-T147, T150-T151, T433	Students will recall text details through asking and answering questions.	recall, details	Introduce
	LA.2.RP.7	Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	Teacher's Edition: Unit 1: T8-13, T17, T22-23, T37, T39, T40, T41, T44, T53, T114-115, T120-121, T122-123, T126-127, T128-129 Unit 2: T176, T177, T178 Unit 4: T11, T18-19, T30, T32, T34, T35, T36, T37, T38, T40, T43, T44-45	Students will compare and contrasts a variety of cultural texts.	culture	Introduce
	LA.2.RP.8	With scaffolding as needed, read andcomprehend a wide range of literary texts of appropriate complexity for Grade 2.	Teacher's Edition: Unit 1: T16, T18, T20, T112-T113, T114-T115, T125, T126-T127, T244-T245, T249, T251, T252-T253, T261, T423, T439 Unit 2: T146-T147, T158-T171, T174-T177, T270-T273, T280-T281, T282-T283, T298-T299, T342-T343 Unit 3: T140-T145, T162-T173, T176-T179, T441 Unit 4: T8-T11, T28-T41, T121, T127, T133, T272-T273, T286-T289, T296, T334, T335, T341, T347 Unit 5: T140-T141 Unit 6: T42-T43, T156-T162, T166-T169, T174, T262-T265, T270-T271, T282-T285, T288-T289, T433	Students will compare and contrasts a variety of cultural texts.	culture	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.2.RI.1	comprehend a wide range of literary texts of appropriate	Teacher's Edition: Unit 1: T45, T46, T47, T271, T272, T273, T280, T282, T283, T338, T339, T341, T345, T346, T347, T351, T418-T419, T422, T426, T427 Unit 2: T8-T13, T20-21, T43, T114, T115, T116, T118-T119, T121, T123, T125, T127 Unit 3: T118, T273, T274, T275, T282-T283, T284-T285, T293, T294, T296-T297, T299, T334-T335, T336-T337, T347, T341, T342-T343, T344-T345, T348-T349, T350-T351, T353, T424-T425, T428-T429 Unit 4: T164, T170-T171, T173, T238-T239, T240-T241, T246-T247, T252-T253, T254-T255, T414-T415, T432, T433, T434 Unit 5: T8, T11, T14-T15, T22-T23, T32, T106-T107, T169, T265, T268-T269, T330, T354-T355, T372-T373, T420-T421 Unit 6: T7, T14-T15, T18-T19, T20-T21, T29, T30, T31, T32, T33, T36, T108-T109, T110-T111, T114, T115, T116-T117, T118-T119, T121, T122-T123, T127, T354-T355, T358-T359, T368-T369, T370-T371, T372-T373, T376-T377, T430, T431, T433	Students will identify main idea and details.	main idea, details, paragraph	Introduce
	LA.2.RI.2		Teacher's Edition: Unit 1: T426-T428 Unit 2: T44-T45, T48, T115, T121, T127, T418–T419 Unit 3: T38, T424-T426, T428-T430, T438, T440 Unit 4: T245, T251, T257, T422-T424 Unit 5: T268-T269, T416-T418 Unit 6: T420-T241	Students will describe real life connections.	connections	Reinforce
		complexity for Grade 2.				
	LA.2.RI.3	Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.	Teacher's Edition: Unit 1: T334, T335, T342, T343, T348, T349 Unit 2: T115, T121, T127, T178-T179, T437 Unit 3: T8-T13, T20-T21, T33, T36, T39, T40, T45, T46, T48-T49, T112-T113, T114-T115, T119, T120-T121, T123, T125, T128-T129, T131, T336-T337, T344-T345, T350-T351, T390-T391, T424-T425, T428-T429, T440 Unit 4: T47, T152-T153, T154-T155, T156-T157, T163, T164, T166, T168, T173, T238-T239, T240-T241, T244, T245, T246-T247, T248-T249, T251, T254-T255, T257, T418-T419, T422-T423 Unit 5: T9, T18-T19, T29-T32, T34, T108-T109, T113, T114-T115, T116-T117, T119, T122-T123, T125, T164, T263, T265, T272-T273, T283, T284, T285, T286-T287, T289, T331, T332-T333, T326-T327, T331, T334-T335, T337, T340-T341, T343, T412-T413 Unit 6: T368-T369, T370-T371, T412-T413, T416-T417, T420-T421, T431, T433	Students will state the author's purpose.	author's purpose, informational text	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.2.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	Teacher's Edition: Unit 1: T45, T46, T273, T278, T283, T332, T335, T340, T343, T345, T347, T349, T351, T418-T419, T422, T436, T437, T438 Unit 2: T16, T18-T19, T33, T34, T37, T43, T44-T45, T115, T121, T127, T418-T419, T422, T426-T427, T437, T438 Unit 3: T12, T18-T19, T24-T25, T31, T34, T35, T37, T112-T113, T114-T115, T119, T120-T121, T122-T123, T125, T128-T129, T131, T178, T180-T181, T274, T278, T293, T294, T300-T301, T334-T335, T341, T347, T348-T349, T353, T420-T421, T424-T425, T428-T429, T438, T439, T440 Unit 4: T47, T48, T50-T51, T143, T144, T145, T150-T151, T154-T155, T173, T174-T175, T238-T239, T240-T241, T245, T246-T247, T248-T249, T251, T252-T253, T254-T255, T257, T414-T415, T422-T423, T432, T433, T434 Unit 5: T9-T11, T16-T17, T21, T33, T106-T107, T108-T109, T113, T116-T117, T119, T122-T123, T125, T170-T171, T265, T270-T271, T283, T284, T332-T333, T326-T327, T334-T335, T340-T341, T331, T337, T343, T412-T413, T416-T417, T420-T421, T430, T431, T432 Unit 6: T9, T10, T16-T17, T20-T21, T31, T34, T108-T109, T110-T111, T115, T116-T117, T118-T119, T121, T122-T123, T124-T125, T127, T412-T413, T416-T417, T420-T421, T430, T431, T432	Students will explain all text features.	text features	Introduce
		Knowledge and Ideas				
	LA.2.RI.5	Compare and contrast the two most important ideas presented by two informational texts on the same topic.	Teacher's Edition: Unit 1: T293, T296, T297, T424, T428, T430 Unit 2: T39, T42, T43, T111, T123, T119, T125, T424, T428 Unit 3: T41, T47, T295, T298, T299, T426, T430 Unit 4: T169, T172, T173, T241, T253, T420, T424 Unit 5: T35, T285, T288, T289, T339, T418, T422 Unit 6: T39, T418, T422 Reading/Writing Companion: Unit 1: 86 Unit 2: 34 Unit 3: 62 Unit 4: 32 Unit 5: 32	Students can compare and contrast the main ideas on two topic texts.	compare, contrast	Introduce
	LA.2.RI.6	Explain an author's opinion(s) and supporting evidence from the text.	Teacher's Edition: Unit 1: T282-T283, T298-T299, T418 Unit 2: T22-T23, T24-T25, T44-T45 Unit 3: T10, T11, T12, T13, T39, T45, T112, T115, T120, T126, T128 Unit 4: T152-T153, T155, T163, T164, T166, T240-T241, T248-T249, T255, T414 Unit 5: T265, T272-T273, T286-T287, T289, T290-T291, T324-T325, T326, T332, T334, T338, T340, T354-T355, T358-T359, T370-T371, T372-T373, T386-T387, T412 Unit 6: T18-T19, T30, T31, T32, T33, T36, T108, T117, T412	Students will state the author's purpose using text evidence.	text evidence, author's purpose	Introduce
	LA.2.RI.7	Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	Teacher's Edition: Unit 1: T44, T45, T46, T47, T113, T121, T127 Unit 4: T26-27, T46	Students will compare and contrasts a variety of cultural texts.	compare, contrast	Introduce
		Range of Reading and Level of Text Complexity				
	LA.2.RI.8	With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.	Teacher's Edition: Unit 1: T44-T47, T119, T120, T270-T273, T422, T426, T427, T436, T437, T438, T439 Unit 2: T30-T39, T42-T43, T182, T426-T427, T438 Unit 3: T8-T13, T16-T17, T30-T41, T44-T47, T272-T275, T278-T279, T280-T281, T292-T295, T438, T439, T440, T441 Unit 4: T46-T49, T142-T145, T148-T149, T162-T169, T172-T173, T245, T251, T257, T435 Unit 5: T16-T17, T168-T169, T292 Unit 6: T8-T11, T14-T15, T28-T36, T430, T431, T432, T433	Students will read and comprehend grade level informational texts.	comprehend, informational text	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocab		**Acquisition and Use**				
	LA.2.V.1	*Recognize and use conversational and grade-level academic vocabulary.*	Teacher's Edition: Unit 1: T6, T124, T138, T254, T268, T344 Unit 2: T6, T120, T134, T254, T266, T344 Unit 3: T6, T124, T138, T256, T270, T346 Unit 4: T6, T126, T140, T250, T264, T340 Unit 5: T6, T118, T132, T246, T260, T336 Unit 6: T6, T120, T134, T246, T260, T336	Students will use grade level appropriate vocabulary	vocabulary	Introduce
	LA.2.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	Teacher's Edition: Unit 1: T6, T14, T110, T112, T240, T246, T268-T269, T336, T342, T344, T436, T438 Unit 2: T9, T10, T11, T13, T14-T15, T112, T113, T126, T140, T142-T143, T162, T164, T240-T241, T246-T247, T254, T260, T268 Unit 3: T6, T14-T15, T110-T111, T124, T139, T145, T146, T270-T271, T273, T332-T333, T439, T440 Unit 4: T11, T112, T141, T143, T144, T145, T165, T236-T237, T238-T239, T240-T241, T242, T243, T246-T247, T248-T249, T250, T252-T253, T254-T255, T256, T264-T265, T267, T269, T270-T271 Unit 5: T12-T13, T108-T109, T116-T117, T122-T123, T238, T266-T267, T322-T323, T328, T336, T342 Unit 6: T6, T137, T140, T260, T266, T322-T323, T328 Reading/Writing Companion: Unit 4: 40, 43	Students will use grade level appropriate vocabulary	vocabulary	Introduce
	LA.2.V.1.b	b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).	Teacher's Edition: Unit 1: T111, T240 Unit 2: T11, T188, T196, T202, T208, T211 Unit 3: T275, T276-T277, T333, T334, T339, T342, T346, T348, T352 Unit 4: T60, T68, T74, T80, T83 Unit 5: T322 Unit 6: T82, T90-T91, T96, T102, T105, T107	Students will use grade level appropriate vocabulary	vocabulary	Introduce
	LA.2.V.1.c	c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).	Teacher's Edition: Unit 1: T14-T15, T110-T111, T117, T124, T130, T143, T146-T147, T224, T230, T240-T241, T242, T244, T247, T252, T254, T259, T260, T330, Unit 2: T11, T106, T202, T208, T230, T240, T272, T274-T275, T330-T331, T332 T337, T340, T344, T346, T350 Unit 3: T110, T242, T276-T277, T332, T346, T352 Unit 4: T60, T68, T74, T88, T96, T102, T112, T236, T326, Unit 5: T104, T137, T138-T139, T159, T161, T232, T234, T236, T239, T244, T246, T251, T252, T322 Unit 6: T17, T82, T90-T91, T96, T102, T106-T107, T135, T232, T322-T323	Students will use grade level appropriate vocabulary	vocabulary	Introduce
	LA.2.V.1,d	d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).	Teacher's Edition: Unit 1: T331 Unit 2: T306, T314, T320, T326, T329 Unit 3: T45, T141, T142, T143, T146-T147, T168, T243, T244, T246, T249, T252, T254, T256, T258, T260, T262 Unit 4: T269 Unit 6: T54, T62-T63, T68, T74, T77, T88, T107, T209	Students will use grade level appropriate vocabulary	vocabulary	Introduce
	LA.2.V.1.e	e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.	Teacher's Edition: Unit 1: T368, T413 Unit 2: T107, T124, T331, T409, T411, T437 Unit 4: T243, T246, T252, T271, T327, T364 Unit 5: T104, T322-T323, T430 Unit 6: T107, T140, T233, T322-T323, T380-T381	Students will use grade level appropriate vocabulary	vocabulary	Introduce
		Context and Connotations				
	LA.2.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: T35 Unit 2: T126, T260, T350, T393, T418 Unit 3: T130, T262, T280-281, T345, T350, T351, T352 Unit 4: T9, T10, T12-13, T30, T268, T280, T289, T290, T330, T338, T344, T368, T372 Unit 5: T124, T252, T342 Unit 6: T126, T252, T332, T338, T342, T380-381, T417	Students will use grade level language to describe an informational text.	informational text, figurative, connotative,	Introduce
	LA.2.V.2.a	a. Ask and answer questions about key words and phrases to determine their meaning.	Teacher's Edition: Unit 1: T124, T254, T344 Unit 2: T120, T254, T344 Unit 3: T124, T256, T346 Unit 4: T126, T250, T340 Unit 5: T118, T246, T336 Unit 6: T120, T246, T336	Students will use grade level appropriate vocabulary	vocabulary	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
bulary	LA.2.V.2.b	b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).	Teacher's Edition: Unit 1: T111, T241, T331 Unit 2: T107, T241, T331 Unit 3: T111, T243, T333 Unit 4: T113, T237, T327 Unit 5: T105, T233, T323 Unit 6: T107, T233, T323	Students will use grade level appropriate vocabualry	vocabulary	Introduce
		Apply handwriting skills to communicate ideas and information.				
	LA.2.FW.1	*Demonstrate and apply handwriting skills.*	Teacher's Edition: Unit 1: T61, T89, T191, T219, T309 Unit 2: T57, T85, T191, T219, T309 Unit 3: T61, T89, T193, T221, T311 Unit 4: T63, T91, T187, T215, T305 Unit 5: T55, T83, T183, T211, T301, T362 Unit 6: T57, T85, T183, T211, T301	Students will demonstrate correct handwriting.	handwriting	Reinforce
	LA.2.FW.1.a	a. Write legibly using correct formation of letters with automaticity and proper spacing between words.	Teacher's Edition: Unit 1: T61, T89, T191, T219, T309 Unit 2: T57, T85, T191, T219, T309 Unit 3: T61, T89, T193, T221, T311 Unit 4: T63, T91, T187, T215, T305 Unit 5: T55, T83, T183, T211, T301, T362 Unit 6: T57, T85, T183, T211, T301	Students will demonstrate correct handwriting.	handwriting	Reinforce
	LA.2.FW.2	*Demonstrate sound-letter concepts when writing.*	Teacher's Edition: Unit 1: T56, T63, T304 Unit 2: T87	Students will use sound-letter spelling when writing.	Sound-letter, concepts	Reinforce
	LA.2.FW.2.a	a. Write common graphemes (letters or letter groups) for each phoneme.	Teacher's Edition: Unit 1: T56, T63, T304 Unit 2: T87, T186, T193, T214 Unit 3: T56, T63, T84, T91, T188, T195, T216, T406, T408, T410, T412, T414 Unit 4: T58, T65, T93	Students will use sound-letter spelling when writing.	Sound-letter, concepts	Reinforce
		Production of Writing				
	LA.2.W.1	*Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).*	Teacher's Edition: Unit 1: T361, T378-T379, T391, T402-T403 Unit 2: T414-T415 Unit 4: T360-T361, T398-T399 Unit 5: T385 Unit 6: T366 Reading/Writing Companion: Unit 1: 97, 104, 107 Unit 2: 95, 96, 98-99 Unit 6: 130, 131	Students will write sentences correctly.	declarative, imperative, interrogative, exclamatory	Reinforce
	LA.2.W.1.a	a. Capitalize proper nouns (e.g., holidays, countries, product names).	Teacher's Edition: Unit 3: T397 Unit 4: T395 Unit 5: T393, T395 Unit 6: T395	Students will write sentences correctly.	declarative, imperative, interrogative, exclamatory	Reinforce
	LA.2.W.1.b	b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.	Teacher's Edition: Unit 3: T401 Unit 4: T360, T385, T391, T399, T411 Unit 5: T395	Students will write sentences correctly.	declarative, imperative, interrogative, exclamatory	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.2.W.1.c	c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.	Teacher's Edition: Unit 2: T398-T399 Unit 3: T387, T402	Students will write sentences correctly.	declarative, imperative, interrogative, exclamatory	Reinforce
	LA.2.W.1d	d. Maintain consistent verb tense across sentences or paragraphs.	Teacher's Edition: Unit 3: T157, T365, T392, T400-401, T404 Unit 4: T396-397, T393, T394-395 Unit 6: T385	Students will write sentences correctly.	declarative, imperative, interrogative, exclamatory	Reinforce
	LA.2.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Teacher's Edition: Unit 1: S40, S41, T245, T253, T259, T354, T356-387, T390-403 Unit 2: T356-371, T372-387, T388-389, T390-391, T395, T397, T399 Unit 3: T358-373, T374-389, T390-391, T392-393, T397, T399 Unit 4: T352-367, T368-383, T384-385, T388-389, T391, T424 Unit 5: T348-365, T366-383, T384-385, T389, T391, T393, T419, T428-429 Unit 6: T348-365, T366-383, T413, T419, T245, T251	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	Teacher's Edition: Unit 1: S40, T358-359, T360-361, T362-363, T374-375, T376-377, T378-379, T388-389 Unit 2: T358-359, T362-363, T374-375, T378-379 Unit 3: T360-361, T362-363, T364-365, T376-377, T380-381 Unit 4: T354-355, T356-357, T358-359, T370-371, T372-373, T374-375 Unit 5: T360-361, T362-363, T378-379, T380-381 Unit 6: T360-361, T362-363, T378-379, T380-381	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: S40, S41, T245, T253, T259, T354, T356-387, T390-403 Unit 2: T356-371, T372-387, T388-389, T390-391, T395, T397, T399 Unit 3: T129, T358-373, T374-389, T390-391, T392-393, T397, T399 Unit 4: T352-367, T368-383, T384-385, T388-389, T391, T424 Unit 5: T348-365, T366-383, T384-385, T389, T391, T393, T419 Unit 6: T348-365, T366-383, T413, T419, T245, T251	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	Teacher's Edition: Unit 1: S40, T364-365, T366-367, T380-381, T382-383 Unit 2: T364-365, T366-367, T380-381, T382-383 Unit 3: T366-367, T368-369, T382-383, T384-385 Unit 4: T360-361, T362-363, T376-377, T378-379 Unit 5: T364-365, T382-383 Unit 6: T364-365, T382-383	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	Teacher's Edition: Unit 1: S40, T368-369, T384-385 Unit 2: T368-369, T384-385 Unit 3: T370-371, T386-387 Unit 4: T364-365, T380-381	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).	Teacher's Edition: Unit 1: T46, T48-49, T278-279, T291, T372 Unit 2: T11, T18-19, T34, T44-45, T110, T111, T125, T291 Unit 3: T18-19, T47, T178, T180-181, T300-301 Unit 4: T48, T150-151, T167, T174-175, T241, T249, T255 Unit 5: T14, T333, T338 Unit 6: T9, T20, T111, T119	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce
	LA.2.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Teacher's Edition: Unit 1: T28-T29, T301, T379, T434 Unit 2: T362, T368, T370, T434 Unit 3: T360, T362, T364, T368, T370, T378-T379, T380, T384, T386-T387, T388-T389, T416, T434, T436 Unit 4: T358, T362, T364-T365, T366, T374, T378, T380-T381, T382, T389, T410, T430 Unit 5: T152-T153, T280-T281, T386-T387, T428 Unit 6: T280-T281, T428	Students will use a writing process to produce a written piece.	Recursive, Audience, Discipline	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Modes of Writing				
	LA.2.W.3	*Write personal or fictional narratives that retell two or more appropriately sequenced events.*	Teacher's Edition: Unit 1: T356-T357, T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T368-T369, T390-T391 Unit 3: T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T368-369, T370-T371, T372-T373, T392-T393, T416-T417 Unit 4: T352-T353, T354-T355, T356-T357, T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T384-T385, T386-T387, T410-T411	Students will write a narrative with two or more events.	personal narrative, fictional narrative	Reinforce
	LA.2.W.3.a	a. Include relevant details about characters and settings.	Teacher's Edition: Unit 1: T356, T358, T362 Unit 4: T352-353, T354-355, T356-357, T360	Students will write a narrative with two or more events.	personal narrative, fictional narrative	Reinforce
	LA.2.W.3.b	b. Use time order words to signal a sequence of events.	Teacher's Edition: Unit 1: T356, T358, T360, T370 Unit 4: T362-363, T364-365, T372, T416	Students will write a narrative with two or more events.	personal narrative, fictional narrative	Reinforce
	LA.2.W.3.c	c. Provide a sense of closure.	Teacher's Edition: Unit 1: T356, T358, T370 Unit 3: T358, T362-363, T364, T372, T416 Unit 4: T385	Students will write a narrative with two or more events.	personal narrative, fictional narrative	Reinforce
	LA.2.W.4	Express an opinion and provide supporting reasons.	Teacher's Edition: Unit 5: T47, T166-T167, T348-T349, T350-T351, T352-T353, T354-T355, T356-T357, T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T368-T369, T370-T371, T372-T373, T374-T375, T376-T377, T378-T379, T380-T381, T382-T383	Students will write their opinion with supporting reasons	opinion	Reinforce
	LA.2.W.4.a	a. Introduce a topic or text.	Teacher's Edition: Unit 3: T421 Unit 5: T47, T348-349, T356, T362, T380-381, T387	Students will write their opinion with supporting reasons	opinion	Reinforce
	LA.2.W.4.b	b. State an opinion and provide reasons to support the opinion.	Teacher's Edition: Unit 1: T418 Unit 3: T129, T421 Unit 5: T47, T293, T348-349, T350-351, T356, T360-361, T362-363, T366-367, T378-379, T380-381, T386-387	Students will write their opinion with supporting reasons	opinion	Reinforce
	LA.2.W.4.c	c. Provide a concluding statement or section.	Teacher's Edition: Unit 3: T421 Unit 5: T47, T348-349, T356, T362, T380-381, T387	Students will write their opinion with supporting reasons	opinion	Reinforce
	LA.2.W.5	*Write informative/explanatory pieces about a topic or text with supporting facts and details.*	Teacher's Edition: Unit 1: T24-T25, T42-T43, T53, T372-T373, T374-T375, T376-T377, T378-T379, T380-T381, T382-T383, T384-T385, T386-T387, T392-T393, T425, T429 Unit 2: T294-T295, T356-T357, T358-T359, T360-T361, T362-T363, T364-T365, T366-T367, T368-T369, T370-T371, T390-T391, T425 Unit 3: T42-T43, T160-T161, T374-T375, T376-T377, T378-T379, T380-T381, T382-T383, T384-T385, T386-T387, T388-T389, T394-T395, T416-T417 Unit 4: T26-27, T179 Unit 5: T36-T37, T175, T412, T413 Unit 6: T348-T349, T350-T351, T352-T353, T356-T357, T360-T361, T362-T363, T364-T365, T366-T367, T378-T379, T380-T381, T382-T383, T384-T385, T386-T387	Students will write an imformative piece with supporting details.	informative, supporting details	Reinforce
	LA.2.W.5.a	a. Introduce a topic or text.	Teacher's Edition: Unit 1: T373 Unit 2: T356-357 Unit 3: T374-375, T382-383, T388, T416 Unit 6: T364, T382	Students will write an imformative piece with supporting details.	informative, supporting details	Reinforce
	LA.2.W.5.b	b. Develop a topic with facts, details, and definitions.	Teacher's Edition: Unit 1: T288-289, T392 Unit 2: T356-357, T391 Unit 3: T374 Unit 4: T179 Unit 5: T175 Unit 6: T348, T350, T360-361, T362-363, T364, T384-385	Students will write an imformative piece with supporting details.	informative, supporting details	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Writing	LA.2.W.5.c	c. Use words and phrases related to the topic.	Teacher's Edition: Unit 1: T393 Unit 2: T356, T391	Students will write an imformative piece with supporting details.	informative, supporting details	Reinforce
	LA.2.W.5.d	d. Provide a concluding statement or section.	Teacher's Edition: Unit 1: T372 Unit 3: T395, T416 Unit 6: T368-369, T383	Students will write an imformative piece with supporting details.	informative, supporting details	Reinforce
	LA.2.W.6	*Locate information from provided sources to answer questions about a topic.*	Teacher's Edition: Unit 1: T160, T288-289, T376, T419 Unit 2: T360-361 Unit 3: T160-161, T290-291, T378-379, T421 Unit 4: T26-27 Unit 5: T413 Unit 6: T413	Students will be able to look back in the text to answer questions.	Sources	Reinforce
	LA.2.W.6.a	a. Retell information from provided sources to support ideas while avoiding plagiarism.	Teacher's Edition: Unit 1: T284, T288-T289, T294, T300, T418-T419 Unit 2: T28-T29, T49, T110-T111, T118-T119, T122, T123, T284-T285, T294-T295, T300, T372-T373 Unit 3: T286-T287, T296-T297, T426-T427 Unit 4: T22-T23, T44-T45, T156-T157, T170-T171, T280-T281, T290-T291, T414-T415 Unit 5: T22-T23, T36-T37, T108-T109, T116-T117, T122-T123, T148-T149, T276-T277, T286-T287, T356-T357, T358-T359, T374-T375, T376-T377, T412-T413, T424-T425, T433 Unit 6: T22-T23, T40-T41, T150-T151, T154-T155, T164-T165, T276-T277, T286-T287, T292	Students will be able to look back in the text to answer questions.	Sources	Reinforce
	LA.2.W.6.b	b. Identify print and digital tools to gather information and ideas and answer questions.	Teacher's Edition: Unit 1: T28-29, T376, T419 Unit 2: T360-361 Unit 3: T160-161, T290-291, T378-379, T421 Unit 4: T26-27 Unit 5: T413 Unit 6: T413	Students will be able to look back in the text to answer questions.	Sources	Reinforce
	LA.2.W.6.c	c. Sort evidence and information into categories.	Teacher's Edition: Unit 1: T288-289, T376 Unit 2: T362-363 Unit 3: T160-161, T290 Unit 4: T26-27 Unit 6: T378-379	Students will be able to look back in the text to answer questions.	Sources	Reinforce
	LA.2.W.6.d	d. Demonstrate academic integrity by referencing sources in writing and speaking.	Teacher's Edition: Unit 1: T28, T288 Unit 2: T360 Unit 3: T378-379 Unit 5: T413	Students will be able to look back in the text to answer questions.	Sources	Reinforce
	LA.2.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Teacher's Edition: Unit 1: T419	Students will be able to look back in the text to answer questions.	Sources	Reinforce
		Comprehension and Collaboration				
	LA.2.SL.1	*Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.*	Teacher's Edition: Unit 1: T4, T7, T136, T138-T139, T160, T266-T267, T268-T269, T288-T289, T366, T382-T383, T430, T432, T434-T435, T439 Unit 2: T4-T5, T40-T41, T134-T135, T266-T267, T268-T269, T298-T299, T366-T367, T382-T385, T430-T431, T432-T433, T434-T435, T439 Unit 3: T4, T6, T123, T129, T136-T137, T139, T148-T149, T150-T151, T152-T153, T184, T185, T248, T249, T256, T262, T268-T269, T282-T283, T290-T291, T338, T346, T368-T369, T384-T385, T432, T433, T434-T435, T441 Unit 4: T4-T5, T7, T138-T139, T148-T149, T262-T263, T362-T363, T366-T367, T378-T379, T427, T428, T430 Unit 5: T4-T5, T6-T7, T130-T131, T258, T260-T261, T364-T365, T424-T425, T428-T429 Unit 6: T4-T5, T7, T132-T133, T258-T259, T260, T374-T375, T382-T383, T424, T426-T427, T428-T429	Students will participate in grade level discussions.	Structured	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listening	LA.2.SL.1.a	a. Ask pertinent questions to acquire or confirm information.	Teacher's Edition: Unit 1: T4, T136, T266, T430, T431, T432-T433, T435 Unit 2: T4, T132, T266, T430, T431, T432-T433, T435 Unit 3: T4, T136, T268, T385, T432, T433, T434-T435, T437 Unit 4: T4, T138, T262, T426, T427, T428-T429, T431 Unit 5: T4, T130, T258, T365, T424, T425, T426-T427, T429 Unit 6: T4, T132, T258, T383, T424, T425, T426-T427, T429	Students will participate in grade level discussions.	Structured	reinforce
	LA.2.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Teacher's Edition: Unit 1: T266, T366, T386, T432, T434 Unit 2: T4, T370, T432, T434 Unit 3: T4, T136 Unit 4: T4 Unit 5: T4, T130, T426, T428-T429	Students will participate in grade level discussions.	Structured	reinforce
	LA.2.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Unit 1: T366, T367, T382, T383, T432 Unit 2: T4, T266, T366, T382, T430 Unit 3: T4, T136, T384, T385, T368, T369 Unit 4: T138, T262, T362, T378 Unit 5: T4, T364, T382, T383 Unit 6: T258, T364, T382	Students will participate in grade level discussions.	Structured	reinforce
	LA.2.SL.1.d	d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).	Teacher's Edition: Unit 1: T4, T136, T266, T366, T382, T386, T433, T435 Unit 2: T366, T367, T382, T433, T435 Unit 3: T384, T385, T368, T369 Unit 4: T4, T362, T378 Unit 5: T130, T258, T364, T382, T427, T429 Unit 6: T132, T364, T382, T427	Students will participate in grade level discussions.	Structured	reinforce
	LA.2.SL.1.e	e. Complete a task following multi-step directions.	Teacher's Edition: Unit 1: T366, T382 Unit 2: T366, T382 Unit 3: T384, T368 Unit 4: T362, T378 Unit 5: T364, T382 Unit 6: T364, T382	Students will participate in grade level discussions.	Structured	reinforce
		Presentation of Knowledge and Ideas				
	LA.2.SL.2	*Tell a story or recount an experience with appropriate facts and pertinent descriptive details.*	Teacher's Edition: Unit 1: T370-T371 Unit 2: T301, T386-T387 Unit 3: T53, T368-T369, T372-T373 Unit 4: T428, T430 Unit 5: T426-T427, T428-T429 Unit 6: T175, T426-T427, T428-T429	Students will tell a story using facts and details.	Pertinent	Reinforce
	LA.2.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.	Teacher's Edition: Unit 1: T366, T371, T382, T386, T387, T432, T434 Unit 2: T370, T371, T386, T432, T434 Unit 4: T4, T366, T382 Unit 5: T258, T426, T428 Unit 6: T426	Students will tell a story using facts and details.	Pertinent	Reinforce
	LA.2.SL.2.b	b. Convey a personal perspective with clear reasons.	Teacher's Edition: Unit 5: T47, T167	Students will tell a story using facts and details.	Pertinent	Reinforce
	LA.2.SL.2.c	c. Explain the purpose and credibility of information being presented.	Teacher's Edition: Unit 1: T386 Unit 2: T370 Unit 3: T388	Students will tell a story using facts and details.	Pertinent	Reinforce
	LA.2.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).	Teacher's Edition: Unit 1: T366, T367, T382, T383 Unit 2: T366, T370, T382 Unit 3: T384, T385, T368, T369 Unit 4: T362, T378 Unit 5: T364, T365, T382, T383 Unit 6: T364, T382	Students will tell a story using facts and details.	Pertinent	Reinforce
	LA.2.SL.2.e	e. Use appropriate visual and/or digital tools to support verbal communication.	Teacher's Edition: Unit 1: T370, T432, T434 Unit 2: T370, T386, T434 Unit 3: T160, T388 Unit 4: T366, T382 Unit 5: T423, T426, T428	Students will tell a story using facts and details.	Pertinent	Reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment	
Unit 1 / Realistic Fiction	Weeks 1 and 2	TSW identify and decode nouns and verbs with infelctional endings -s, -es	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	
		TSW identify plot structure and describe main story elements in a literary text.			
		TSW explain how captions contribute to the meaning of texts.			
		TSW explain an author's purpose in an informational text.			
Fantasy	Weeks 3 and 4	TSW decode words with two-letter blends- r-blends, s-blends, t-blends, l-blends; short a, long a :			
		TSW identify and decode words with inflectional endings -ed, -ing			
		TSW identify plot structure and describe main story elements in a literary text.			
		TSW identify and explain a theme of a literary text.			
Expository Text	Weeks 5 and 6	TSW decode words with short i, long i : i_e			
		TSW explain how charts contribute to the meaning of texts.			
		TSW identify the central idea, or main topic, and relevant, or key, details in a text.			
		TSW explain an author's opinion (s) and supporting evidence.			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**	
Unit 2/ Informational Text	Weeks 1 and 2	TSW identify and decode words with short o, long o: o_e; short u, long u: u_e	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	
		TSW explain how diagrams and labels contribute to the meaning of texts.			
		TSW identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.			
Fable	Weeks 3 and 4	TSW identify and decode words with soft c and g : dge, ge, lge, nge; consonant digraphs: ch, -tch, sh, ph, th, -ng, wh			
		TSW identify plot structure and describe main story elements in a literary text.			

		TSW describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
		TSW explain an author's purpose in an informational text.			
		TSW will compare and contrast two or more versions of the same story (e.g. Cinderella Stories)			
Poetry	Weeks 5 and 6	TSW identify and blend words with three-letter blends scr, spr, str, thr, spl, shr			
		TSW describe how words and phrases supply rhythm and meaning in a story, poem or song.			
		TSW idenify plot and structure and describe main story elements in a literary text.			
		TSW identify and explain lines and line breaks in poems			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**	
Unit 3/ Narrative Nonfiction	Weeks 1 and 2	TSW explain how photos and captions contribute to the meaning of texts	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	
		TSW identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
Fiction	Weeks 3 and 4	TSW indentify and blend words with long o; oa, ow, oe; Long e: e,ee,ea,ie,y, ey, e_e			
		TSW describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
		TSW acknowledge differences in the points of view of characters, inlcuding by speaking in a different voice for each character when reading dialouge aloud.			
		TSW explain how headings and sbuheadings contribute to the meaning of texts.			
Expository Text	Weeks 5 and 6	TSW identify and decode words Long u: u_e, ue: Long u, ew			
		TSW explain how diagrams contribute to the meaning of texts.			
		TSW Identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.			
		TSW identify and explain idioms in texts.			

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 4/ Realistic Fiction	Weeks 1 and 2	TSW identify and decode words with silent letters wr, kn, gn, mb, sc;r-controlled vowel	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing
		TSW acknowledge differents in points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
		TSW describe the overall structure of a story, including describing how the begining introduces the story and the ending concludes the action.		
		TSW explain how maps contribute to the meaning of texts.		
Expository Text	Weeks 3 and 4	TSW identify and decode words r-controlled vowels		
		TSW explain how headings and bold print contribute to the meaning of texts.		
		TSW Explain author's purpose in an informational text.		
Poetry	Weeks 5 and 6	TSW identify and decode words with r-controlled vowels		
		TSW identify plot structure and descrive main story elements in a literary text.		
		TSW understand and identify free verse in poems.		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 5/ Biography	Weeks 1 and 2	TSW identify and decode words with diphthongs ou, ow, oy, oi	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing
		TSW acknowledge differences in the points of view of characters		
		TSW explain how bold print and timelines contribute to the meaning of texts.		
		TSW identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
Realistic Fiction	Weeks 3 and 4	TSW describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		

		TSW acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud			
		TSW explain how graphic features and callouts contribute to the meaning of texts.			
Persuasive Text	Weeks 5 and 6	TSW identify and decode words with short vowel digraphs.			
		TSW explain how charts contribute to hte meaning of texts.			
		TSW identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
		TSW describe how reasons support specific points the author makes in a text.			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**	
Unit 6/ Expository	Weeks 1 and 2	TSW identify words with closed and open syllables.	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	https://drive.google.com/file/d/1liqYQkmwDDhkZk9JYD_jkAn8WOQGLu80/view?usp=sharing	
		TSW describe main story elements in a literary text.			
		TSW explain how bar graphs contribute to hte meaning of texts.			
		TSW identify the central idea, or main topic, and relevant, or key, details of a multiparagraph text as well as the focus of specific paragraphs within the text.			
Drama/Myth	Weeks 3 and 4	TSW identify and decode words with final stable syllables, le, el, al, tion,			
		TSW identify plot structure and describe main story elements in a literary text.			
		TSW use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plt.			
		TSW identify and explain a theme of a literary text.			
		TSW recognize and describe alliteration and similes in a tet.			
Poetry	Weeks 5 and 6	TSW recognize stanzas in a poem.			
		TSW describe how words and phrases supply rhythm and meaning in a story, poem, or song.			

		TSW acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
		TSW determine or clarify the meaning of unknown and multiple meaning words and phrases			

The Second Grade Writing Curriculum can be found at the following link:							
https://drive.google.com/drive/folders/0B4xqohHXQGpSN0ZXcVFRRVN2YjQ?resourcekey=0-nwZEGJBbytO-Sb98Hp2lmw&usp=drive_link							

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
		Phonics and Word Analysis				
	LA.3.F.3	*Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.*	Teacher's Edition: Unit 1: T26-T27, T50-T51, T60, T61, T63, T104-T105, T136-T137, T146, T147, T188-189, T210, T211 Unit 2: T26-T27, T60-T61, T70, T71, T144-T145, T155, T196-T197, T218, T219 Unit 3: T26-T27, T52-T53, T62, T63, T106-T107, T150, T151, T214, T215 Unit 4: T24-T25, T58-T59, T68, T69, T110-T111, T134-T135, T144, T145, T186-T187, T208, T209 Unit 5: T24-T25, T56-T57, T66, T67, T108-T109, T140-T141, T150, T151, T192-T193, T214, T215 Unit 6: T46-T47, T56, T57, T98-T99, T126-T127, T136, T137, T178-T179, T200, T201	Students will use phonics strategies to decode and encode words.	phonics, decoding, encoding	mastering
	LA.3.F.3.a	a. Decode words with common Latin suffixes.	Teacher's Edition: Unit 3: T217, T224, T230 Unit 6: T47, T127	Students will use phonics strategies to decode and encode words.	phonics, decoding, encoding	mastering
	LA.3.F.3.b	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.	Teacher's Edition: Unit 3: T14, T177, T180, T208, T224, T230 Unit 5: T37, T60, T69, T76, T82, T93, T95, T125, T193, T209	Students will use phonics strategies to decode and encode words.	phonics, decoding, encoding	mastering
	LA.3.F.3.c	c. Decode multisyllabic words.	Teacher's Edition: Unit 1: T26-T27, T50-T51, T60, T61, T104-T105, T136-T137, T146, T147, T188-189, T210, T211 Unit 2: T26-T27, T60-T61, T70, T71, T144-T145, T155, T196-T197, T218, T219 Unit 3: T26, T52-T53, T62, T63, T106-T107, T150, T151, T214, T215 Unit 4: T24-T25, T58-T59, T68, T69, T110-T111, T134-T135, T144, T145, T186-T187, T208, T209 Unit 5: T24-T25, T56-T57, T66, T67, T108-T109, T140-T141, T150, T151, T192-T193, T214, T215 Unit 6: T46-T47, T56, T57, T98-T99, T126-T127, T136, T137, T178-T179, T200, T201	Students will use phonics strategies to decode and encode words.	phonics, decoding, encoding	mastering
		Fluency				
	LA.3.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.*	Teacher's Edition: Unit 1: T27, T57, T64, T67, T73, T137, T189, T207, T214, T217, T223, T240 Unit 2: T27, T67, T77, T83, T115, T151, T161, T167, T197, T215, T225, T231, T304 Unit 3: T27, T53, T59, T69, T75, T107, T141, T147, T157, T163, T193, T211, T221, T227, T302 Unit 4: T25, T59, T65, T75, T81, T135, T187, T205, T215, T221, T296 Unit 5: T57, T70, T109, T141, T195, T211, T218, T221, T227 Unit 6: T25, T53, T60, T63, T69, T99, T133, T139, T143, T148, T179, T197, T207, T213	Students will increase fluency to support comprehension.	fluency, comprehension, expression, phrasing, prosody	reinforcing
	LA.3.F.4.a	a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	Teacher's Edition: Unit 1: T27, T51, T57, T64, T67, T73, T105, T137, T143, T153, T159, T189, T207, T214, T217, T223 Unit 2: T27, T61, T67, T77, T83, T115, T145, T151, T161, T167, T304 Unit 3: T27, T59, T69, T75, T107, T141, T147, T157, T163, T193, T211, T221, T227, T302 Unit 4: T25, T59, T65, T75, T81, T111, T135, T141, T151, T157, T187, T205, T215, T221, T296 Unit 5: T25, T63, T73, T109, T141, T147, T157, T163, T193, T195, T211, T218, T221, T227 Unit 6: T25, T53, T60, T63, T69, T99, T133, T139, T143, T148, T179, T197, T207, T213	Students will increase fluency to support comprehension.	fluency, comprehension, expression, phrasing, prosody	reinforcing

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.3.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	Teacher's Edition: Unit 1: T51, T57, T67, T73, T105, T137, T143, T153, T159, T246-T247, T262-T263, T296-T297 Unit 2: T27, T61, T67, T77, T83, T145, T254-T255, T270-T271, T304-T305, T316 Unit 3: T27, T59, T69, T75, T141, T302-T303 Unit 4: T25, T59, T65, T75, T81, T111, T141, T151, T157, T187, T205, T215, T221, T296-T297, T308, T310 Unit 5: T25, T63, T73, T79, T109, T141, T147, T154, T157, T163, T193, T211, T221, T227, T302-T303 Unit 6: T25, T53, T60, T63, T69, T179, T288-T289	Students will increase fluency to support comprehension.	fluency, comprehension, expression, phrasing, prosody	reinforcing
	LA.3.F.4.c	c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).	Teacher's Edition: Unit 1: T26, T62, T212 Unit 3: T216 Unit 5: T68, T152, T216 Unit 6: T58, T202	Students will increase fluency to support comprehension.	fluency, comprehension, expression, phrasing, prosody	reinforcing
		Central Ideas and Details				
	LA.3.RP.1	Identify the central message or lesson in a literary text and explain how key details support that idea.	Teacher's Edition: Unit 1: T84-T85 Unit 2: T94-T95, T96-T101, T108-T109, T136-T137, T152-T153, T159, T162-T163, T165, T166-T167, T168-T169, T171 Unit 3: T50-T51, T86-T87, T98-T99, T104-T105, T146-T147, T148-T149, T155, T156-T157, T158-T159, T161, T162-T163, T164-T165, T167 Unit 4: T22-T23, T66-T67, T76-T77, T82-T83, T132-T133, T170-T173, T180-T181, T194-T195, T198-T199, T204-T205, T206-T207, T212, T213, T214-T215, T216-T217, T219, T220-T221, T222-T223, T225, T296-T297 Unit 5: T90-T91, T92-T95, T98-T99, T100-T101, T104-T105, T146-T147, T148-T149, T155, T156-T157, T158-T159, T161, T162-T163, T164-T165, T167 Unit 6: T80-T81, T82-T85, T92-T93, T96-T97, T118-T119, T132-T133, T134-T135, T141, T142-T143, T144-T145, T147, T148-T149, T150-T151, T153, T176-T177	Students will identify the main idea of a story and support it with details from the story.	main idea, details	Introduce/Reinforcing
	LA.3.RP.2	Explain how characters respond to major events and challenges in a literary text.	Teacher's Edition: Unit 1: T86-T91, T94-T95, T98-T99, T102-T103, T128-T129, T142-T143, T144-T145, T150, T151, T152-T153, T154-T155, T157, T158-T159, T160-T161, T163, T298-T299 Unit 2: T106-T107, T110-T111, T112-T113, T150-T151, T152-T153, T160-T161, T162-T163, T166-T167, T168-T169, T194-T195, T204-T205, T223, T224-T225, T229, T230-T231, T235, T240-T241, T304-T305 Unit 3: T100-T101, T146-T147, T154, T155, T156-T157, T161, T162-T163, T167 Unit 4: T8-T11, T16-T17, T18-T19, T48-T49, T64-T65, T66-T67, T72, T73, T74-T75, T76-T77, T79, T80-T81, T82-T83, T85 Unit 5: T92-T95, T104-T105, T132-T133, T146-T147, T148-T149, T154, T155, T156-T157, T161, T162-T163, T164-T165, T167, T302-T303 Unit 6: T90-T91, T118-T119, T124-T125, T132-T133, T134-T135, T141, T142-T143, T144-T145, T147, T148-T149, T150-T151, T153, T162-T165, T172-T173, T174-T175, T204, T205, T288-T289, T290-T291	Students will explain how characters respond to a problem and solution in a text.	problem/solution, characters, plot	Introduce
		Author's Craft				
	LA.3.RP.3	Determine and explain the point of view in a literary text.	Teacher's Edition: Unit 2: T229, T235 Unit 5: T161, T167 Unit 6: T211, T217	Students will identify point of view/author's purpose in a story.	point of view-1st person, 3rd person	Introduce/Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.3.RP.4	Explain how sections of a literary text (e. g., chapters, scenes, stanzas) build on one another and contribute to meaning.	Teacher's Edition: Unit 1: T296-T297 Unit 2: T180-T183, T186-T187, T188-T189, T192-T193, T208-T209, T216-T217, T226-T227, T232-T233, T256-T257, T262-T263 Unit 3: T148-T149, T158-T159, T164-T165 Unit 4: T170-T173, T176-T177, T178-T179, T206-T207, T216-T217, T222-T223 Unit 6: T94-T95, T140, T162-T165, T168-T169, T170-T171, T198-T199, T208-T209, T214-T215	Students can use sections (stanza, chapers, scene) of the text to comprehend the story.	chapters, scenes. stanzas	Introduce
		Knowledge and Ideas				
	LA.3.RP.5	Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).	Teacher's Edition: Unit 4: T16-T17	Students will compare and contrast stories written by the same author.	plots, themes, setting	Introduce
	LA.3.RP.6	Explain what the text says explicitly and draw inferences when asking and answering questions.	Teacher's Edition: Unit 1: T86-T91, T96-T97, T100-T101, T102-T103, T128-T129, T142-T143, T144-T145, T152-T153, T154-T155, T158-T159, T160-T161 Unit 2: T96-T101, T104-T105, T108-T109, T110-111, T112-T113, T136-T137, T150-T151, T160-T161, T178-T179, T180-T183, T190-T191, T214-T215, T216-T217, T223, T224-T225, T226-T227, T229, T230-T231, T232-T233, T235, T240-T241 Unit 3: T88-T93, T96-T97, T102-T103, T104-T105, T132-T133, T154 Unit 4: T8-T11, T14-T15, T20-T21, T22-T23, T48-T49, T60, T61, T64-T65, T73, T74-T75, T79, T80-T81, T85, T168-T169, T182-T183, T184-T185, T194-T195, T204-T205, T206-T207, T216-T217, T222-T223 Unit 5: T92-T95, T102-T103, T106-T107, T132-T133, T142, T323 Unit 6: T48, T82-T85, T88-T89, T94-T95, T96-T97, T118-T119, T124-T125, T128, T160-T161, T174-T175, T186-T187, T192, T196-T197, T198-T199, T205, T206-T207, T208-T209, T211, T212-T213, T214-T215, T217, T309	Students will answer literal and inferential questions while reading a text.	explicitly, inferences	Introduce
	LA.3.RP.7	Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	Teacher's Edition: Unit 1: T145, T155, T306 Unit 2: T124, T135, T153, T163, T167, T169, T203, T204, T206, T210, T215, T217, T314 Unit 3: T116, T131, T134, T149, T159, T163, T312 Unit 4: T47, T53, T54, T55, T60, T65, T67, T75, T77, T182-T183, T184, T193, T194, T196, T205, T207, T306 Unit 5: T131, T149, T165, T312 Unit 6: T120, T133, T135	Students will compare and contrast themes, topics, and events in a story.	themes, events	Introduce
		Range of Reading and level of text complexity				
	LA.3.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	Teacher's Edition: Unit 1: T317 Unit 2: T188-T189, T223, T229, T235, T325 Unit 4: T213, T219, T225 Unit 6: T170-T171, T211, T217, T309	Students will read and comprehend grade-level literary texts independently.	comprehend, complexity,	Reinforce
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Reading Inform	LA.3.RI.1	Identify the central idea and explain how key details support that idea.	Teacher's Edition: Unit 1: T172-T175, T182-T183, T196-T197, T200-T201, T206-T207, T208-T209, T214, T215, T216-T217, T218-T219, T221, T222-T223, T224-T225, T227, T294-T295, T298-T299, T302-T303 Unit 2: T16-T17, T24-T25, T76-T77, T82-T83, T158, T302-T303, T310-T311, T312-T313, T322, T323, T324, T325 Unit 3: T6-T7, T8-T13, T16-T17, T20-T21, T24-T25, T58-T59, T60-T61, T66, T67, T68-T69, T70-T71, T73, T74-T75, T76-T77, T79, T176-T179, T182-T183, T204-T205, T210-T211, T220-T221, T222-T223, T226-T227, T228-T229, T256-T257, T300-T301, T304-T305, T306-T307, T308-T309 Unit 4: T140-T141, T142-T143, T150-T151, T152-T153, T156-T157, T158-T159, T232-T233, T234-T235, T236-T237, T240-T241, T250-T251, T254-T255, T258-T259, T294-T295, T302-T303, T304-T305 Unit 5: T188-T189, T190-T191, T308-T309, T310-T311 Unit 6: T8-T11, T14-T15, T18-T19, T22-T23, T40-T41, T52-T53, T54-T55, T60, T61, T62-T63, T64-T65, T67, T68-T69, T70-T71, T73, T226-T227, T228-T229, T232-T233, T246-T247, T250-T251, T286-T287, T290-T291, T294-T295	Students will identify the main idea of a non-fiction text and support it with details from the text.	central idea, key details	Introduce/reinforce
	LA.3.RI.2	Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.	Teacher's Edition: Unit 1: T8-T13, T44-T45, T64 Unit 2: T58-T59, T142-T143 Unit 3: T60-T61, T70-T71, T76-T77 Unit 4: T94-T97 Unit 5: T186-T187, T190-T191 Unit 6: T8-T11, T52-T53, T61, T62-T63, T67, T68-T69, T73	Students will explain the relationship between events and ideas in a nonfiction text.	relationship, individuals, relationships, events	Introduce/reinforce
		Author's Craft				
	LA.3.RI.3	Determine and explain the author's purpose in an informational text.	Teacher Edition: Unit 1: T32, T41, T42, T48-T49, T185, T209, T302 Unit 2: T50, T56, T58-T59, T127, T134, T302, T310 Unit 3: T44, T204-T205 Unit 4: T126, T303 Unit 5: T11, T18, T46, T52, T136, T138-T139, T223, T308 Unit 6: T37, T38, T291	Students will identify the author's purpose in a nonfiction text.	author's purpose	reinforce
	LA.3.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.	Teacher's Edition: Unit 1: T56-T57, T66-T67, T72-T73, T184-T185, T206-T207, T294-T295 Unit 2: T8-T13, T18-T19, T22-T23, T78-T79, T302-T303, T306-T307, T324 Unit 3: T18-T19, T46-T47, T138-T139, T176-T179, T184-T185, T300-T301 Unit 4: T94-T97, T294-T295 Unit 5: T62-T63, T64-T65, T72-T73, T74-T75, T78-T79, T80-T81, T184-T185, T188-T189, T204-T205, T218, T300-T301 Unit 6: T16-T17, T286-T287, T294-T295	Students will identify and explain text features in a nonfiction text.	headings, glossaries, captions, visuals	reinforce
		Knowledge and Ideas				
	LA.3.RI.5	Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.	Teacher's Edition: Unit 2: T54, T57, T62, T77, T79, T135, T138, T141, T310-T312 Unit 3: T202, T211, T221 Unit 4: T143, T153, T298-T300, T302-T303 Unit 5: T50, T53, T73, T75, T202, T221, T223, T304-T306, T308-T310	Students will compare and contrast important ideas and details on the same topic in informational texts.	multiple informational text	reinforce
	LA.3.RI.6	Identify an author's claim(s) and explain how the author supports the claim(s) in the text.	Teacher Edition: Unit 1: T132, T173, T174, T175, T182-T183, T194, T198, T199, T200-T201, T208-T209, T215, T218-T219, T303 Unit 2: T20-T21, T32, T34, T35, T36, T40, T44, T46, T47, T49 Unit 3: T9, T10, T12, T20-T21, T31, T32, T34, T36, T40, T45, T58, T60, T134, T136, T202, T306, T309 Unit 4: T232-T233, T299, T302 Unit 6: T173, T286, T291, T294	Students will identify a claim and support it with details in a nonfiction text.	claim, text	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
...ational Text	LA.3.RI.7	Compare and contrast topics and/or patterns of events in a range of informational texts.	Teacher Edition: Unit 1: T43, T46, T57, T59, T67, T69, T198, T199, T207, T209, T217, T302-T303, T304, T306 Unit 2: T51, T54, T67, T69, T77, T79, T306-T307, T308, T310-T312 Unit 3: T45, T61, T71, T202, T211, T213, T308-T310 Unit 4: T95, T96, T97, T116, T120, T127, T130, T136, T143, T153, T298-T300, T302-T304 Unit 5: T50, T63, T65, T73, T75, T199 Unit 6: T39, T42, T55, T69, T294-T296, T298	Students will compare and contrast topics and events in informational texts.	compare/contrast, informational text	reinforce
		Range of Reading and Level of Text Complexity				
	LA.3.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.	Teacher's Edition: Unit 1: T215, T221, T227, T317 Unit 2: T66-T67, T76-T77, T82-T83, T322, T323, T324, T325 Unit 3: T219, T225, T231, T242-T243, T260-T261, T320, T321, T322, T323 Unit 4: T236-T237, T254-T255, T314, T315, T316, T317 Unit 5: T16-T17, T184-T185, T225, T231, T242-T243, T260-T261, T320, T321, T322, T323 Unit 6: T228-T229, T232-T233, T246-T247, T306, T307, T308, T309	Students will read and comprehend grade-level non-fiction texts independently.	comprehend, informational text, complexity	reinforce
		Acquisition and Use				
	LA.3.V.1	*Acquire and use grade-level academic vocabulary appropriately.*	Teacher's Edition: Unit 1: T14-T15, T62, T70, T76, T92-T93, T139, T140-T141, T148, T149, T156, T162, T176-T177, T204-T205, T212, T213, T220 Unit 2: T14-T15, T72, T80, T86, T102-T103, T156, T164, T170, T184-T185, T220, T221, T228, T234, T306-T307, T308-T309, T310-T311, T312-T313, T322, T323, T324 Unit 3: T4-T5, T8-T13, T14-T15, T64, T65, T72, T78, T84-T85, T94-T95, T144-145, T152, T153, T160, T166, T172-T173, T180-T181, T208-T209, T216, T224, T230, T246-T247, T248-T249, T306-T307 Unit 4: T12-T13, T61, T62-T63, T70, T71, T78, T84, T98-T99, T138-T139, T146, T147, T154, T160, T166-T167, T174-T175, T202-T203, T211, T218, T224, T240-T241, T258-T259, T268-T269, T296-T297, T307, T314, T315, T316 Unit 5: T12-T13, T60-T61, T68, T76, T82, T96-T97, T143, T144-T145, T152, T153, T160, T166, T180-T181, T208-T209, T216, T224, T230, T246-T247, T256-T257, T264-T265, T304-T305, T306-T307, T308-T309 Unit 6: T12-T13, T49, T50-T51, T58, T66, T72, T86-T87, T129, T130-T131, T138, T139, T146, T152, T166-T167, T193, T194-T195, T202, T210, T216, T224-T225, T242-T243, T258-T259, T292-T293, T296-T297	Students will use grade-level vocabulary appropriately.	vocabulary, context clues, affixes, root words, meaning, key words	reinforce/master
	LA.3.V.1.a	a. Use sentence-level context clues to determine the meaning of a word or phrase.	Teacher's Edition: Unit 1: T8-T13, T14-T15, T54-T55, T63, T70, T76, T92-T93, T140-T141, T144-T145, T149, T156, T160-T161, T162, T176-T177, T204-T205, T208-T209, T213, T216-T217, T218-T219, T220, T222-T223, T224-T225, T226, T314, T315, T316 Unit 2: T8-T13, T14-T15, T64-T65, T96-T101, T148-T149, T180-T183, T323 Unit 3: T14-T15, T56-T57, T86-T87, T94-T95, T146-T147, T148-T149, T153, T156-T157, T158-T159, T160, T162-T163, T164-T165, T166, T176-T179, T180-T181, T320, T321, T322 Unit 4: T62-T63, T98-T99, T138-T139, T142-T143, T147, T152-T153, T154, T158-T159, T160, T210, T314, T315, T316 Unit 5: T12-T13, T60-T61, T144-T145, T158-T159, T208-T209, T212-T213, T217, T222-T223, T224, T228-T229, T230, T320, T321, T322	Students will use grade-level vocabulary appropriately.	vocabulary, context clues, affixes, root words, meaning, key words	reinforce/master

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.3.V.1.b	b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).	Teacher's Edition: Unit 2: T14-T15, T64-T65, T66-T67, T68-T69, T73, T76-T77, T78-T79, T80, T82-T83, T84-T85, T86 Unit 3: T14-T15, T52-T53, T56-T57, T58-T59, T60-T61, T65, T68-T69, T70-T71, T72, T74-T75, T76-T77, T78, T106-T107, T140-T141, T174-T175, T176-T179, T180-T181, T208-T209, T217 Unit 4: T8-T11, T12-T13, T62-T63, T64-T65, T66-T67, T71, T74-T75, T76-T77, T78, T80-T81, T82-T83, T84, T202-T203 Unit 5: T6-T7, T8-T11, T12-T13, T60-T61, T62-T63, T64-T65, T69, T76, T82, T208-T209 Unit 6: T126-T127, T150-T151	Students will use grade-level vocabulary appropriately.	vocabulary, context clues, affixes, root words, meaning, key words	reinforce/master
	LA.3.V.1.c	c. Use known root words to determine the meaning of unknown words (e.g., company, companion).	Teacher's Edition: Unit 2: T78-T79 Unit 3: T208-T209 Unit 4: T110-T111, T138-T139 Unit 6: T6-T7, T8-T11, T12-T13, T24-T25, T50-T51, T52-T53, T54-T55, T59, T62-T63, T64-T65, T66, T68-T69, T70-T71, T72	Students will use grade-level vocabulary appropriately.	vocabulary, context clues, affixes, root words, meaning, key words	reinforce/master
	LA.3.V.1.d	d. Determine the meanings of key words and phrases using reference materials and classroom resources.	Teacher's Edition: Unit 1: T280-T281, T282-T283, T284-T285, T286-T287, T288-T289 Unit 2: T288-T289, T290-T291, T292-T293, T294-T295, T296-T297 Unit 3: T286-T287, T288-T289, T290-T291, T292-T293, T294-T295 Unit 4: T280-T281, T282-T283, T284-T285, T286-T287, T288-T289 Unit 5: T286-T287, T288-T289, T290-T291, T292-T293, T294-T295 Unit 6: T272-T273, T274-T275, T276-T277, T280-T281	Students will use grade-level vocabulary appropriately.	vocabulary, context clues, affixes, root words, meaning, key words	reinforce/master
		Context and Connotations				
	LA.3.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: T39, T120, T131 Unit 2: T35, T99, T102, T122, T129, T131, T193, T216, T221, T256 Unit 3: T9, T10, T11, T13, T18, T35, T38, T43, T39, T70, T111, T113, T119, T125, T127, T129 Unit 4: T39, T43, T56-T57, T117, T123, T125, T206-T207, T217 Unit 5: T45, T119 Unit 6: T29, T31, T54, T55, T70, T115, T165, T166-T167, T175, T190	Students will use strategies to interpret author's language in grade level text.	technical language, interpret,	Introduce
	LA.3.V.2.a	a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Teacher's Edition: Unit 2: T102-T103, T148-T149, T157, T164, T170, T178-T179, T180-T183, T184-T185, T192-T193, T204-T205, T208-T209, T212-T213, T214-T215, T221, T224-T225, T228, T230-T231, T234, T256-T257, T272-T273, T276-T277 Unit 3: T144-T145, T153 Unit 4: T56-T57, T168-T169, T170-T173, T174-T175, T182-T183, T204-T205, T206-T207, T211, T214-T215, T218, T220-T221, T224 Unit 6: T194-T195, T196-T197, T198-T199, T203, T206-T207, T208-T209, T210, T212-T213, T214-T215, T216, T290-T291	Students will use strategies to interpret author's language in grade level text.	technical language, interpret,	Introduce
	LA.3.V.2.b	b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Teacher's Edition: Unit 1: T82-T83 Unit 2: T73 Unit 3: T144-T145, T153, T217 Unit 4: T71, T147 Unit 5: T4-T5, T69, T153, T217 Unit 6: T44-T45, T59, T130-T131, T139, T203	Students will use strategies to interpret author's language in grade level text.	technical language, interpret,	Introduce
	LA.3.V.2.c	c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).	Teacher's Edition: Unit 1: T54-T55 Unit 2: T148-T149, T212-T213	Students will use strategies to interpret author's language in grade level text.	technical language, interpret,	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
		Apply handwriting skills to communicate ideas and information.				
		Production of Writing				
	LA.3.W.1	*Write paragraphs using a variety of sentence types.*	Teacher Edition: Unit 1: T240-T241, T260-T261, T267, T278-T279 Unit 2: T275, T284-T285 Unit 3: T236, T252, T270, T275, T284 Unit 4: T246, T264, T267, T269, T276-T277 Unit 5: T239, T241, T256-T257, T259, T270, T272, T275 Unit 6: T238, T245, T254-T255, T256, T261, T271, T283	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.a	a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.	Teacher's Edition: Unit 3: T282-T283	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.b	b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.	Teacher's Edition: Unit 2: T284-T285 Unit 3: T284-T285 Grammar Handbook: 502	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.c	c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.	Teacher's Edition: Unit 1: T274-T275, T276-T277 Unit 2: T278-T279, T280-T281, T282-T283, T284-T285, T286-T287 Unit 3: T276, T278-T279, T280-T281, T282-T283, T284 Unit 4: T270, T274-T275, T278 Unit 5: T276, T278, T280 Grammar Handbook: 475, 478, 479, 480	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.d	d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.	Teacher's Edition: Unit 1: T260-T261, T278-T279 Unit 2: T284-T285 Unit 4: T276-T277	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.e	e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.	Teacher's Edition: Unit 6: T259, T262-T263, T264-T265, T266-T267, T268-T269	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.f	f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.	Teacher's Edition: Unit 3: T278-T279, T282, T284-T285 Unit 4: T270-T271, T275, T278-T279 Unit 5: T276-T277, T278-T279, T280-T281 Grammar Handbook: 482, 483, 489	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.1.g	g. Use frequently occurring prepositions and prepositional phrases.	Teacher's Edition: Unit 1: T240-T241, T260-T261 Unit 6: T270-T271	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.3.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Teacher's Edition: Unit 1: T234-T235, T236-T237, T238-T239, T240-T241, T242-T243, T244-T245, T250-T251, T252-T253, T254-T255, T256-T257, T258-T259, T260-T261, T264-T265, T266-T267, T268-T269, T290-T291 Unit 2: T242-T243, T244-T245, T246-T247, T248-T249, T250-T251, T252-T253, T258-T259, T260-T261, T262-T263, T264-T265, T266-T267, T268-T269, T272-T273, T274-T275, T276-T277, T298-T299 Unit 3: T244-T245, T248-T249, T250-T251, T252-T253, T262-T263, T266-T267, T268-T269, T270-T271, T296-T297 Unit 4: T238-T239, T242-T243, T244-T245, T246-T247, T256-T257, T260-T261, T262-T263, T264-T265, T290-T291 Unit 5: T244-T245, T248-T249, T250-T251, T252-T253, T262-T263, T266-T267, T268-T269, T270-T271, T296-T297 Unit 6: T230-T231, T234-T235, T236-T237, T238-T239, T248-T249, T252-T253, T254-T255, T256-T257, T282-T283	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	Teacher's Edition: Unit 1: T232-T233, T234-T235, T236-T237, T238-T239, T240-T241, T250-T251, T252-T253, T254-T255, T264-T265, T266-T267, T268-T269, T290-T291 Unit 2: T242-T243, T244-T245, T246-T247, T258-T259, T260-T261, T262-T263, T272-T273, T274-T275, T276-T277 Unit 3: T244-T245, T248-T249, T250-T251, T262-T263, T266-T267, T268-T269 Unit 4: T238-T239, T242-T243, T244-T245, T256-T257, T260-T261, T262-T263 Unit 5: T244-T245, T248-T249, T250-T251, T262-T263, T266-T267, T268-T269, Unit 6: T230-T231, T234-T235, T236-T237, T248-T249, T252-T253, T254-T255	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: T24-T25, T43, T44-T45, T52, T53, T69, T67, T234-T247, T250-T263, T264-T265, T266-T267, T268-T269 Unit 2: T57, T62, T63, T69, T135, T136-T137, T242-T255, T258-T271, T315 Unit 3: T24, T46, T59, T69, T104-T105, T244-T253, T262-T271 Unit 4: T22, T48, T65, T75, T81, T108, T128, T238-T247 Unit 5: T63, T73, T79, T90, T106, T110-T111, T131, T132-T133, T137, T163, T200-T201, T244-T253 Unit 6: T22, T40, T53, T69, T80, T96, T118, T133, T176, T207, T213	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	Teacher's Edition: Unit 1: T240-T241, T242-T243, T256-T257, T258-T259, T267 Unit 2: T248-T249, T250-T251, T264-T265, T266-T267, T275, T277 Unit 3: T252-T253, T270-T271, T319 Unit 4: T246-T247, T264-T265, T267, T269, T290-T291, T313 Unit 5: T252-T253, T270-T271, T296-T297 Unit 6: T238-T239, T256, T305	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	Teacher's Edition: Unit 1: T244-T245, T260-T261, T271, T273, T275 Unit 2: T252-T253, T268-T269, T279, T283 Unit 3: T277, T279, T319 Unit 4: T271, T275, T277, T290-T291, T313 Unit 5: T277, T281, T296-T297	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
	LA.3.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	Teacher's Edition: Unit 1: T28-T29, T106-T107, T190-T191, T253-T254, T294-T295, T310, T312 Unit 2: T28-T29, T116-T117, T198-T199, T302-T303 Unit 3: T28-T29, T108-T109, T194-T195, T300-T301, T307, T316 Unit 4: T26-T27, T112-T113, T188-T189, T294-T295, T310, T312 Unit 5: T26-T27, T110-T111, T194-T195, T300-T301 Unit 6: T26-T27, T100-T101, T180-T181, T286-T287	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.3.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Teacher's Edition: Unit 1: T28-T29, T106-T107, T190-T191, T253-T254, T294-T295, T310, T312 Unit 2: T28-T29, T116-T117, T198-T199, T302-T303 Unit 3: T28-T29, T108-T109, T194-T195, T300-T301, T307, T316 Unit 4: T26-T27, T112-T113, T188-T189, T294-T295, T310, T312 Unit 5: T26-T27, T110-T111, T194-T195, T300-T301 Unit 6: T26-T27, T100-T101, T180-T181, T286-T287	Students will write paragraphs using a variety of sentence types.	compound, complex, simple	reinforce/master
		Modes of Writing				
	LA.3.W.3	*Write creative and/or expressive pieces that describe a well-developed event or experience.*	Teacher's Edition: Unit 2: T244-T245	Students will write creative and expressive pieces using sequence of events.	expressive, experience	Reinforce
	LA.3.W.3.a	a. Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).	Teacher's Edition: Unit 1: T234-T235, T236-T237, T266 Unit 2: T242-T243, T244-T245, T258-T259, T272, T274	Students will write creative and expressive pieces using sequence of events.	expressive, experience	Reinforce
	LA.3.W.3.b	b. Include descriptive details about characters, events, or settings.	Teacher's Edition: Unit 1: T238-T239, T266-T267 Unit 2: T246-T247	Students will write creative and expressive pieces using sequence of events.	expressive, experience	Reinforce
	LA.3.W.3.c	c. Use words and phrases to signal a sequence of events.	Teacher's Edition: Unit 2: T248-T249, T274-T275	Students will write creative and expressive pieces using sequence of events.	expressive, experience	Reinforce
	LA.3.W.3.d	d. Provide a closure related to the creative or expressive event or experience.	Teacher's Edition: Unit 2: T248-T249, T274-T275	Students will write creative and expressive pieces using sequence of events.	expressive, experience	Reinforce
	LA.3.W.4	*Write opinion pieces with supporting reasons and/or evidence.*	Teacher's Edition: Unit 1: T252-T253, T254-T255, T256-T257, T268-T269 Unit 3: T250-T251, T272-T273, T274-T275 Unit 5: T250-T251, T274-T275	Students will write an opinion piece using supporting reasons/evidence.	opinion, reasoning	Reinforce
	LA.3.W.4.a	a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.	Teacher's Edition: Unit 1: T256-T257 Unit 3: T250-T251, T272-T273 Unit 5: T274-T275	Students will write an opinion piece using supporting reasons/evidence.	opinion, reasoning	Reinforce
	LA.3.W.4.b	b. Use linking words and phrases to connect opinions and reasons.	Teacher's Edition: Unit 1: T260-T261, T268-T269 Unit 3: T274-T275 Unit 5: T250-T251, T272-T273	Students will write an opinion piece using supporting reasons/evidence.	opinion, reasoning	Reinforce
	LA.3.W.4.c	c. Provide a concluding statement or section related to the opinion.	Teacher's Edition: Unit 3: T268-T269 Unit 5: T274-T275	Students will write an opinion piece using supporting reasons/evidence.	opinion, reasoning	Reinforce
	LA.3.W.5	*Write informative/explanatory pieces to examine a topic or text and convey ideas and information.*	Teacher's Edition: Unit 1: T190-T191 Unit 3: T190-T191, T194-T195, T307 Unit 4: T230-T247, T248-T265, T266-T267, T268-T269 Unit 6: T230-T239, T240-T257, T258-T259, T260-T261	Students will write informative/explanatory pieces to share information on a topic.	informative, explanatory	Reinforce
	LA.3.W.5.a	a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.	Teacher's Edition: Unit 4: T244-T245, T266-T267 Unit 6: T236-T237	Students will write informative/explanatory pieces to share information on a topic.	informative, explanatory	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Writing	LA.3.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.	Teacher's Edition: Unit 1: T190-T191, T254-T255 Unit 4: T244-T245, T266-T267 Unit 6: T236-T237, T258-T259, T260-T261	Students will write informative/explanatory pieces to share information on a topic.	informative, explanatory	Reinforce
	LA.3.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	Teacher's Edition: Unit 4: T266-T267 Unit 6: T254-T255, T260-T261	Students will write informative/explanatory pieces to share information on a topic.	informative, explanatory	Reinforce
	LA.3.W.5.d	d. Provide a concluding statement or section related to the topic.		Students will write informative/explanatory pieces to share information on a topic.	informative, explanatory	Reinforce
	LA.3.W.6	*Locate evidence from literary and/or informational text sources to answer questions about a topic.*	Teacher's Edition: Unit 1: T52, T102-T103, T138, T190-T191, T252-T253, T268-T269, T294-T295, T300, T301 Unit 2: T52-T53, T303 Unit 3: T108, T190-T191, T194-T195, T242-T243, T246-T247, T248, T264-T265, T272, T274, T301 Unit 4: T112-T113, T188-T189, T240-T241, T250-T251, T258-T259, T267, T268, T294-T295 Unit 5: T26-T27, T194-T195 Unit 6: T26, T100, T180, T232-T233, T236, T242-T243, T250, T252	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce
	LA.3.W.6.a	a. Paraphrase information from sources to support ideas while avoiding plagiarism.	Teacher Edition: Unit 3: T28, T194, T256-T257, T275 Unit 4: T26, T188, T268 Unit 5: T301 Unit 6: T26, T180, T236-T237, T258, T261	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce
	LA.3.W.6.b	b. Identify print and digital tools to gather information and ideas to answer questions.	Teacher's Edition: Unit 1: T52, T102-T103, T138, T190-T191, T252-T253, T268-T269, T294-T295, T300, T301 Unit 2: T52-T53, T303 Unit 3: T108, T190-T191, T194-T195, T242-T243, T246-T247, T248, T264-T265, T272, T274, T301 Unit 4: T112-T113, T188-T189, T240-T241, T250-T251, T258-T259, T267, T268, T294-T295 Unit 5: T26-T27, T194-T195 Unit 6: T26, T100, T180, T232-T233, T236, T242-T243, T250, T252	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce
	LA.3.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	Unit 1: T28, T190, T252-T253, T300, T301, T306 Unit 3: T108, T194-T195, T248-T249, T264-T265, T266-T267, T310, T312 Unit 4: T112-T113, T188-T189, T260-T261, T269, T295, T300, T303, T306 Unit 5: T26-T27, T194-T195, T266-T267 Unit 6: T26, T100, T180, T234-T235, T252	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce
	LA.3.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	Teacher's Edition: Unit 3: T28, T194, T256-T257, T275 Unit 4: T26, T188, T268 Unit 5: T301 Unit 6: T26, T180, T236-T237, T258, T261	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce
	LA.3.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Teacher's Edition: Unit 1: T295 Unit 2: T303 Unit 3: T301 Unit 4: T295 Unit 5: T301 Unit 6: T287	Students will use evidence from text sources to answer questions about a topic.	evidence , informational	Introduce/Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
		Comprehension and Collaboration				
Speaking	**LA.3.SL.1**	*Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.*	Teacher's Edition: Unit 1: T310-T311 Unit 2: T314, T318-T319 Unit 3: T312, T314-T315, T316-T317 Unit 4: T306, T308-T309, T310-T311 Unit 5: T312, T314-T315, T316-T317 Unit 6: T298, T300-T301, T302-T303	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
	LA.3.SL.1.a	a. Ask relevant questions to build on ideas and acquire or confirm information.	Teacher's Edition: Unit 1: T4-T5, T82-T83 Unit 2: T4-T5, T266-T267 Unit 3: T4-T5, T84-T85, T172-T173 Unit 4: T6-T7, T14-T15, T90-T91 Unit 5: T88-T89	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
	LA.3.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.	Teacher's Edition: Unit 1: T4, T6-T7, T82, T84-T85, T168, T217, T242, T246, T258, T296-T297, T306, T307, T309, T311, T313 Unit 2: T4, T6-T7, T92, T266, T314, T317, T321 Unit 3: T4, T84, T174, T315, T319 Unit 4: T90, T166, T309, T313 Unit 5: T4, T88, T172, T312, T315, T319 Unit 6: T4, T53, T63, T69, T78, T158, T301, T305	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
	LA.3.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Unit 1: T168-T169, T258-T259, T306, T307, T312-T313 Unit 2: T92-T93, T176-T177, T250-T251, T315, T320-T321 Unit 3: T174-T175, T252-T253, T270-T271, T313, T318-T319 Unit 4: T4-T5, T246-T247, T264-T265, T307, T312-T313, T317 Unit 5: T4-T5, T172-T173, T252-T253, T270-T271, T313, T323 Unit 6: T4-T5, T78-T79, T158-T159, T238-T239, T299	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
	LA.3.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	Teacher's Edition: Unit 1: T4, T6-T7, T82, T84-T85, T168, T217, T242, T246, T258, T296-T297, T306, T307, T309, T311, T313 Unit 2: T4, T6-T7, T92, T266, T314, T317, T321 Unit 3: T4, T84, T174, T315, T319 Unit 4: T90, T166, T309, T313 Unit 5: T4, T88, T172, T312, T315, T319 Unit 6: T4, T53, T63, T69, T78, T158, T301, T305	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
	LA.3.SL.1.e	e. Complete a task following multi-step directions.	Teacher's Edition: Unit 1: T28-T29, T106-T107, T190-T191, T296-T297, T305, T306, T308-T309, T310-T311, T312-T313 Unit 3: T28-T29, T108-T109, T194-T195, T270, T307, T310, T311, T312 Unit 4: T26-T27, T112-T113, T296-T297, T300, T306, T310-T311 Unit 6: T26-T27, T100-T101, T128, T129, T256, T297, T298	Students will participate in discussions about grade level topics and texts.	structured discussions, collaborations	Reinforce
		Presentation of Knowledge and Ideas				
	LA.3.SL.2	*Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.*	Teacher's Edition: Unit 1: T53, T203, T308-T309, T310-T311, T312-T313 Unit 2: T63, T147, T211, T316-T317, T318-T319, T320-T321 Unit 3: T55, T143, T207, T316-T317, T318-T319 Unit 4: T137, T201, T310-T311, T312-T313 Unit 5: T207, T314-T315, T316-T317, T318-T319 Unit 6: T300-T301, T302-T303, T304-T305	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce
	LA.3.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.	Teacher's Edition: Unit 1: T308-T309, T310-T311, T312 Unit 2: T255, T316, T318-T319 Unit 3: T314, T316-T317, T318 Unit 4: T308, T310-T311, T312 Unit 5: T314, T316-T317, T318 Unit 6: T300, T302-T303, T304	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
...g and Listening	LA.3.SL.2.b	b. Convey a perspective with clear reasoning and support.	Teacher's Edition: Unit 1: T28, T53, T203, T268-T269, T308-T309, T310-T311, T312-T313 Unit 2: T28, T63, T116, T238, T248, T316-T317, T318-T319, T320-T321 Unit 3: T28, T55, T194, T207, T238, T256, T272, T316-T317, T318-T319 Unit 4: T26, T137, T310-T311, T312-T313 Unit 5: T26, T110, T194, T207, T314-T315, T316-T317, T318-T319 Unit 6: T300-T301, T302-T303, T304-T305	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce
	LA.3.SL.2.c	c. Identify the purpose and credibility of information being presented.	Teacher's Edition: Unit 1: T258-T259, T309, T313 Unit 2: T317, T321 Unit 3: T252-T253, T270-T271, T315, T319 Unit 5: T252-T253, T315, T319 Unit 6: T256-T257, T301, T305	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce
	LA.3.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Teacher's Edition: Unit 1: XV, S2, S3, S5, T4, T242, T258-T259, T313 Unit 2: T176, T266-T267, T271, T317, T321 Unit 4: T90, T166, T264, T311 Unit 5: T315, T317 Unit 6: T158, T238, T303, T305	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce
	LA.3.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Teacher's Edition: Unit 1: T28-T29, T106-T107, T190-T191, T203, T310-T311, T312-T313 Unit 2: T63, T144-T145, T147, T196-T197, T198-T199, T211, T318-T319, T320-T321 Unit 3: T55, T108-T109, T143, T194-T195, T316-T317, T318-T319 Unit 4: T110-T111, T112-T113, T186-T187, T188-T189, T201, T310-T311, T312-T313 Unit 5: T24-T25, T26-T27, T59, T194-T195, T316-T317, T318-T319 Unit 6: T24-T25, T100-T101, T180-T181, T193, T302-T303, T304-T305	Students will share about a grade level topic, text, story, or experience supported by facts and details.	report, recount, relevant descriptive	Reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 1	Weeks 1-2	TSW Ask and answer questions	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW identify the text structures of chronology, comparison and coause/effects in texts		
		TSW explain how heading and maps contribute to meaning in a text		
		TSW explain the development of an author's purpose in an informational text		
	Weeks 3-4	TSW explain different characters perspectives in a literary text		
		TSW explain how one or more characters develop in a literary text		
		TSW explain the development of an authors purpose in an informational text\		
	Weeks 5-6	TSW explain how text features contriobute to meaning and idenfify the text structures of chronology, comparison, and cause/effect in texts.		
		TSW identify the central idea and explain how relevant details support the idea in a text		
		TSW identify an authors claim and explain how and author uses evidence to support the claim		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 2	Weeks 1-2	TSW explain how text features contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW explain how text features contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts		
		TSW identify an authors claim and explain how and author uses evidence to support the claim		
		TSW explain the development of an author's purpose in an informational text		

	Weeks 3-4	TSW explain how one or more characters develop throughout the plot in a literary text		
		TSW explain theme and how it develops, using details, in a literary text		
	Weeks 5-6	TSW explain different characters perspectives in a literary text		
		TSW identify different kinds of poems; free verse, rhymed verse, haiku, and limmerick		
		TSW explain how rhyme scheme contributes to the meaning of the text		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 3	Weeks 1-2	TSW explain how text features contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW identify the central idea and explain how relevant details support that idea in a text		
	Weeks 3-4	TSW explain a theme and how it develops using details in a literary text.		
		TSW explain different characters perspectives in literary text.		
		TSW how text features contribute to meaning and identify the text features of chonology, comparison, and cause/effect in texts.		
	Weeks 5-6	TSW explain how timeslines and captions contribute to the meaning of the text		
		TSW identify the text structure of chronology		
		TSW explain the development of an authors purpose oin an informational text		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 4	Weeks 1-2	TSW explain different characters perspective in a literary text	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW explain how one or more characters develop throughout the plot in a literary text		

		TSW identify and explain metaphors personification and hyperbole in trext		
	Weeks 3-4	TSW explain a theme and how it develops using details in a literary text		
		TSW explain how text features contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts		
	Weeks 5-6	TSW identify types of poems: free verse, rhymed verse, haiku and limerick		
		TSW explain a theme and how it develops using details in a literary text		
		TSW explain a theme and how it develops using details in a literary text		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 5	Weeks 1-2	TSW explain how captions and timelines contribute to the meaning of a text	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW explain the development of an authors purpose in an informational text		
		TSW identify an authors claim and explain how an author uses evidence to support the claim		
		TSW identify the text structures of cause and effect		
	Weeks 3-4	TSW explain a theme and how it develops using details in a literary text		
		TSW explain different characters perspectives in a literary text		
		TSW explain the development of an authors purpose in an informational text		
	Weeks 5-6	TSW identify an authors claim and explain how an author uses evidence to support the claim		
		TSW explain how sidebars and maps contribute to the meaning of the text		
		TSW identify the text structure of cause and effect		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 6	Weeks 1-2	TSW identify and explain metaphors personification and hyperbole in trext	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing	https://drive.google.com/file/d/12gQgzm4Idgb64pFWjydjKqUqevZ5yyhm/view?usp=sharing
		TSW how text features contribute to meaning and identify the text features of chonology, comparison, and cause/effect in texts.		
		TSW explain the development of an authors purpose in an informational text		
		TSW identify the central idea and explain how relevant details support that idea in the text		
	Weeks 3-4	TSW explain different characters perspective in a literary text		
		TSW explain a theme and how it develops using details in a literary text		
		TSW explain how one or more characters develop throughout the plot in a literary text		
	Weeks 5-6	TSW identify and explain metaphors personification and hyperbole in trext		
		TSW explain different characters perspectives in a literary text		
		TSW identify types of poems: free verse, rhymed verse, haiku and limerick		

The third grade writing curricum can be found at the following link:

https://drive.google.com/drive/folders/0B4xqohHXQGpSZjB5MVRUd0Nyalk?resourcekey=0-tNY2WsvaOMR_Rrj1xXxu0g&usp=drive_link

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Concepts of Print				
		Phonics and Word Analysis				
	LA.4.F.3	*Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.*	Teacher's Edition: Unit 1: T24-25, T47, T56-57, T98-99, T132-133, T196-197, T268-269, T270-271, T272-273, T274-275, T276-277 Unit 2: T24-25, T62-63, T134-135, T144-145, T201, T208-209, T282-283, T284-285, T286-287 Unit 3: T24-25, T50-51, T60-61, T102-103, T144-145, T208-209, T280-281, T282-283, T284-285, T286-287, T288-289 Unit 4: T24-25, T50-51, T60-61, T102-103, T133, T142-143, T206-207, T278-279, T280-281, T282-283, T284-285, T286-287 Unit 5: T24-25, T56-57, T66-67, T108-109, T138, T139, T148-149, T190-191, T212-213, T282-283, T286-287, T288-289, T290-291 Unit 6: T24-25, T57, T66-67, T108, T144-145, T186, T208-209, T278-279, T280-281, T286-287	TSW will use phonics strategies to decode and encode words.	phonics, decoding, encoding	Mastery
	LA.4.F.3.a	a. Decode words with common Latin derived words.	Teacher's Edition: Unit 2: T138 Unit 3: T171, T172, T173, T174, T175, T202, T203, T211, T216, T218, T222, T224 Unit 4: T10, T11, T12, T13, T34, T54, T55, T58, T63, T68, T70, T74, T76, T132, T133 Unit 5: T25, T108, T109, T191 Unit 6: Unit T9, T10, T12, T13, T14, T34, T56, T57, T64, T69, T74, T76, T80, T82, T135	TSW will use phonics strategies to decode and encode words.	phonics, decoding, encoding	Mastery
	LA.4.F.3.b	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.	Teacher's Edition: Unit 1: T24, T46, T56, T57, T98, T122, T132, T133, T156, T158, T162, T174, T190, T192, T194, T196, T197, T199, T204, T202, T206, T208, T210, T212 Unit 2: T6, T41, T52, T58, T60, T62, T63, T65, T68, T70, T72, T74, T76, T78, T104, T134, T144, T145, T186, T202 Unit 3: T24, T50, T54, T60, T61, T100, T102, T134, T145, T186, T208, T209 Unit 4: T24, T60, T61. T292, T312, T313 Unit 5: T24, T56, T66, T67, T108, T138, T148, T149, T108, T138, T190, T212 Unit 6: T24, T30, T32, T56, T60, T66, T67, T108, T134, T186, T208, T209, T312	TSW will use phonics strategies to decode and encode words.	phonics, decoding, encoding	Mastery
		Fluency				
	LA.4.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.*	Teacher's Edition: Unit 1: T158, T174, T305 Unit 2: T28, T302, T315 Unit 3: T234, T236, T238, T252, T254, T256 Unit 4: T232, T234, T236, T250, T252, T254 Unit 5: T190 Unit 6: T119	TSW accurately and fluently read grade level text to support comprehension	accuracy, phrasing, rhythm	reinforce
	LA.4.F.4.a	a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.	Teacher's Edition: Unit 1: T24, T46, T58, T60, T122, T134, T136, T174, T193, T198, T200, T202, T209, T284 Unit 2: T24, T52, T64, T66, T104, T134, T146, T186, Unit 3: T24, T50, T62, T64, T100, T102, T134, T146, T148, T186, T210, T212, T62, T64, T296 Unit 4: T50, T24, T294, T310 Unit 5: T24, T56, T68, T70, T108, T138, T150, T152, T108, T138, T190, T214, T216, T298 Unit 6: T24, T56, T68, T70, T108, T134, T140, T150, T156, T186, T210, T212, T294	TSW accurately and fluently read grade level text to support comprehension	accuracy, phrasing, rhythm	reinforce
	LA.4.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	Teacher's Edition: Unit 1: T24-25, T46-47, T58, T60, T122-123, T134, T136, T174, T193, T198, T200, T202, T209, T284, T305 Unit 2: T24, T28, T52, T64, T66, T104, T134, T146, T186, T302 Unit 3: T24, T50, T62, T64, T100, T102, T134, T146, T148, T186, T210, T212, T232, T234, T236, T250, T254, T256, T296 Unit 4: T50, T24, T294, T310 Unit 5: T24, T56, T68, T70, T108, T138, T150, T152, T108, T138, T190, T214, T216, T298 Unit 6: T24, T56, T68, T70, T108, T119, T134, T140, T150, T156, T186, T210, T212, T294	TSW accurately and fluently read grade level text to support comprehension	accuracy, phrasing, rhythm	reinforce
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Po	LA.4.RP.1	Determine a theme in a literary text and how it is conveyed through key details.	Teacher's Edition: Unit 2: T88, T90, T98, T110, T112, T116, T120, T122, T123, T125, T129, T129, T130, T131, 140, 142, T150, T152, T155, T156, T158, T161, T192 Unit 3: T6, T8, T11, T38, T41 Unit 4: T315 Unit 5: T126, T130 Unit 6: T51, T53, T93, T94, T95, T100, T102, T114, T117, T126, T140, T142, T150, T152, T156, T158, T168, T170, T172, T173, T180, T192, T193, T196, T197, T200, T204, T206, T212, T123, T125, T213, T214, T216, T219, T220, T225, T266	TSW be able to determine theme in a text by using detaiis	theme, text, key details	reinforce
	LA.4.RP.2	Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	Teacher's Edition: Unit 1: T80, T82, T90, T92, T94, T96, T128, T130, T136, T137, T138, T140, T143, T144, T146, T149, T128, T130, T284 Unit 2: T88, T89, T96, T100, T102, T109, T111, T113, T114, T115, T117, T119, T121, T126, T130, T140, T142, T147, T150, T152, T155, T156, T158, T161, T204 Unit 3: T8, T14, T16, T20, T22, T21, T31, T33, T35, T36, T37, T39, T42, T56, T296, T298 Unit 4: T169, T176, T294 Unit 5: T51, T52, T90, T98, T100, T104, T102, T106, T114, T116, T118, T120, T122, T124, T127, T130, T133, T134, T136, T144, T146, T152, T153, T154, T156, T159, T160, T162, T165 Unit 6: T51, T54, T90, T94, T98, T100, T104, T106, T118, T120, T122, T197	TSW be able to identify character, setting, and plot in story	character, setting, plot	reinforce
		Author's Craft				
	LA.4.RP.3	Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	Teacher's Edition: Unit 2: T170, T180, T182, T192 Unit 3: T8, T9, T10, T29, T30, T34, T37, T41, T56, T58, T64, T65, T66, T68, T71, T72, T74, T77, T18, T20, T56, Unit 5: T133 Unit 4: T96 Unit 6: T198, T213, T219, T225, T230, T262	TSW be able to recongnize different points of view in a text	perspective, point of view	reinforce
	LA.4.RP.4	Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	Teacher's Edition: Unit 1: T82 Unit 2: T86, T89, T91, T94, T96, T100, T109, T110, T116, T119, T126, T140, T142, T150, T152, T156, T158, T168, T170, T173, T176, T178, T191, T192, T198, T168, T170, T176, T180 Unit 3: T296 Unit 4: T166, T168, T170, T171, T174, T176, T180, T294 Unit 5: T126, T130, T298 Unit 6: T50, T168, T170, T171, T172, T178, T191, T204, T206, T214, T216, T220, T246	TSW be able to compare and contrast in a story	compare, contrast, structural elements	reinforce
		Knowledge and Ideas				
	LA.4.RP.5	Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	Teacher's Edition: Unit 2: T125, T128, T137 Unit 3: T41 Unit 4: T171, T198 Unit 6: T47, T54, T184, T200	TSW be able to compare and contrast from text to text and text to world	theme, patterns, cultures	introduce
	LA.4.RP.6	Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	Teacher's Edition: Unit 1: T88, T94, T96, T156 T164, T170, T172 Unit 2: T20, T46, T48, T49, T89, T102, T111, T115, T119, T126, T184, T194, T197 Unit 3: T9, T22, T31, T33, T42, T100, T176, T184, T194, T306, T317 Unit 4: T9, T180, T181 Unit 5: T51, T52, T54, T98, T100, T104, T115, T117, T121, T134, T136, T186, T188 Unit 6: T22, T45, T51, T52, T62, T64, T70, T72, T74, T78, T80, T93, T94, T98, T104, T106, T115, T116, T117, T119, T121, T126, T140, T142, T150, T152, T156, T158, T174, T194, T192, T196, T212, T230, T304	TSW be able to draw inferences from text	inference, evidence, paraphrasing	reinforce
	LA.4.RP.7	Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	Teacher's Edition: Unit 2: T125, T128, T137 Unit 3: T41 Unit 4: T171, T198 Unit 6: T47, T54, T184, T200	TSW be able to explain the author's purpose in a story	themes, patterns, literary text	introduce
		Range of Reading and level of text complexity				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
etry	LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	Teacher's Edition: Unit 1: T16, T82, T90 Unit 2: T178 Unit 3: T14, T16, T40, T213, T219, T225 Unit 4: T8 Unit 5: T100 Unit 6: T14, T125, T180, T100	TSW be able independently to read and comprehend 4th grade texts	comprehend, independent, proficient	reinforce
Reading Informati		**Central Ideas and Details**				
	LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.	Teacher's Edition: Unit 1: T6, T14, T52, T54, T62, T64, T68, T70,T158, T159, T160, T161, T168, T181. T184, T185, T192, T194, T200, T201, T202, T204, T208, T210, T213, T224, T286, T290, T292, T304 Unit 2: T6, T8, T14, T18, T20, T30, T31, T32, T34, T36, T37, T38, T39, T40, T41, T42, T45, , T46, T58, T60, T66, T67, T68, T70, T73, T74, T76, T79, T232, T236, T240, T250, T252, T254 Unit 3: T47, T84, T89, T132, T137, T168, T170, T193, T196, T197 T232, T240, T258 Unit 4: T8, T11, T14, T36, T39, T41, T45, T47, T238, T248, T256, T314 Unit 5: T6, T8, T14, T62, T64, T71, T72, T74, T77, T78, T80, T83, , T170, T174, T180, T200, T208, T210, T218, T220, T250, T300, T318 Unit 6: T6, T8, T18, T20, T22, T30, T32, T36, T39, T40, T42, T44, T47, T62, T64, T71, T72, T74, T77, T78, 80, T83, T129, T131	TSW be able to find the central idea and details in an informational text	central (main) idea, key details, informational text	reinforce
	LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.	Teacher's Edition: Unit 1: T20, T22, T186, T288 Unit 2: T8, T302 Unit 3: T250, T298 Unit 4: T9, T10, T21, T35, T296 Unit 5: T6, T14, T18, T20, T22, T62, T64, T70, T72, T74, T78, T80, T174 Unit 6: T6, T14, T33, T48, T300, T302	TSW be able to sequence the events in an informational text	analyze, steps in a process	reinforce
		Author's Craft				
	LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.	Teacher's Edition: Unit 1: T31, T34, T176 Unit 2: T236, T254 Unit 4: T45	TSW be able to compare and contrast in informational text	compare/contrast, perspective, informational text	reinforce
	LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.	Teacher's Edition: Unit 1: T8, T14, T18, T20, T22, T52, T54, T60, T61, T62, T64, T67, T68, T70, T73, T172, T179, T180, T184, T186 Unit 2: T48, T244, T302, T316, T316 Unit 3: T46, T48, T89, T98, T168, T182, T194, T196, T198, T232, T250, T268 Unit 4: T8, T9, T18, T20, T22, T30, T32, T36, T38, T42, T44, T45, T46, T56, T58, T64, T72, T74, T77, T230 Unit 5: T8, T18, T22, T30, T32, T36, T38, T39, T43, T44, T46, T48, T62, T64, T70, T71, T72, T74, T77, T78, T80, T83, T170, T184, T186, T174, T195, T200, T208, T210, T216, T217, T218, T220, T222, T224, T226, T229, T304 Unit 6: T29, T35, T44, T129, T130	TSW be able to recognize text features in an informational text	structure, meaning	reinforce
		Knowledge and Ideas				
	LA.4.RI.5	Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.	Teacher's Edition: Unit 1: T26-27, T49, T100-101, T176-177, T189, T289 Unit 2: T26-27, T106-107, T188-189, T230-269, T301 Unit 3: T26-27, T104-105, T137, T188-189, T268 Unit 4: T26-27, T104-105, T186-187 T228-267 Unit 5: TT26-27, T110-111, T192-193, 254-265 Unit 6: T26-27, T110-111, T159, T188-189	TSW be able to use multiple texts to better understand a topic	integrate, research	reinforce
	LA.4.RI.6	Identify an author's claim(s) and explain how the author supports the claim in the text.	Teacher's Edition: Unit 1: T14, T44, T61, T67, T73, T120, T170, T171, T180, T202, T204, T208, T210, T213, T220, T222, T238, T240, T242, T246, T286 Unit 2: T37, T46, T232, T234, T240, T250, T252, T258 Unit 3: T45, T87, T88, T96, T100, T116, T120, T126, T129, T170, T176, T178, T180, T182, T184, T192, T204, T206, T212, T213, T214, T216, T219, T220, T222, T224, T225, , T234, T236, T240, T252, T254, T258, T302 Unit 4: T22, T31, T33, T36, T37, T38, T232, T234, T238, T250, T252, T256, T300; Unit 5: T41, T45, T200, T202, T217, T222, T229, T302, T306 Unit 6: T37, T42, T46, T48	TSW be able to understand an author's point of view on a text	author's claim, opinion, perspective	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
onal Text	LA.4.RI.7	Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.	Teacher's Edition: Unit 1: T44, T100, T105, T112, T114, T117, T120, T176, T179, T181, T182, T184 Unit 2: T26, T37, T46, T54, T55 Unit 3: T87, T88, T96, T100, T104, T132 Unit 4: T104, T124 Unit 5: T41, T45, T46, T188, T192, T196, T202 Unit 6: T26	TSW be able to find the author's purpose in informational texts	topic, patterns	reinforce
		Range of Reading and Level of Text Complexity				
	LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.	Teacher's Edition: Unit 1: T164, T166, T290 Unit 2: T14, T16, T317 Unit 3: T317 Unit 4: T8, T14, T16, T312, T313, T315 Unit 5: T16, T71, T77, T83, T182, T304, T316, T317, T318 Unit 6: T312, T313, T314, T315	TSW be able independently to read and comprehend 4th grade informational texts	comprehend, independent, proficient	reinforce
		Acquisition and Use				
	LA.4.V.1	*Acquire and use grade-level academic vocabulary appropriately.*	Teacher's Edition: Unit 1: T12-13, T50-51, T72, T86-87, T126-127, T148, T162-163, T190-191, T212, T257 Unit 2: T13, T55-57, T78, T138-139, 1T60, T175, T202-203, T218, T224 Unit 3: T13, T54-55, T76, T91, T138-139, T160, T174, T175, T202-203, T224, T262-263 Unit 4: T13, T54-55, T76, T91, T136-137, T158, T173, T200-201, T222 Unit 5: T13, T60-61, T82, T97, T142-143, T155, T164, T179, T206-207, T228 Unit 6: T13, T60-61, T82, T97, T138-139, T151, T160, T175, T202, T224	TSW be able to use vocabulary appropraitely	vocabulary	reinforce
	LA.4.V.1.a	a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.	Teacher's Edition: Unit 1: T6, T8, T12, T50, T52, T54, T59, T62, T64, T66, T68, T70, T72, T80, T126, T190, T161, T190, T284, T286 Unit 2: T8, T268, T298, T314, T315 Unit 3: T6, T8, T12, T56, T168 Unit 4: T48, T166, T168, T169, T172, T312, T313 Unit 5: T12, T60, T69, T76, T82, T92, T96, T142, T151, T158, T164, T170, T208, T215, T222, T228, T300, T316 Unit 6: T90, T93, T94, T96 T138, T140, T142, T150, T152, T156, T158, T168, T206, T216, T294, T96, T312	TSW be able to use vocabulary appropraitely	vocabulary	reinforce
	LA.4.V.1.b	b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).	Teacher's Edition: Unit 2: T12, T56, T138 Unit 3: T54, T174, T202, T206, T211, T216, T218, T220, T222, T224, T294 Unit 4: T6, T8, T10, T11, T12, T13, T34, T54, T55, T56, T58, T63, T70, T72, T74, T76 Unit 5: T24, T25, T108, T109, T206 Unit 6: T6, T8, T9, T10, T12, T13, T24, T34, T56, T60, T62, T64, T69, T72, T74, T76, T78, T80, T82, T134 T282, T284, T286, T292	TSW be able to use vocabulary appropraitely	vocabulary	reinforce
	LA.4.V.1.c	c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.	Teacher's Edition: Unit 1: T190, T286 Unit 2: T154, T160, T198, T290, T314, T315 Unit 3: T290 Unit 4: T63, T166, T170, T172 Unit 5: T300 Unit 6: T238, T242, T254, T258	TSW be able to use vocabulary appropraitely	vocabulary	reinforce
		Context and Connotations				
	LA.4.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: T35, T84, T85, T86, T105, T119, T135, T140, T142, T146, T148 Unit 2: T171-175, T203, T204, T206-207, T216, T217, T222, T223 Unit 3: T113, T117, T124 Unit 4: T9, T39, T45, T87, T115, T119, T205, T221 Unit 5: T94-95, T117, T121, T133, T134, T142, T146-147, T151, T156-158, T162-164, T195 Unit 6: T35, T37, T43, T95, T117, T121, T206, T211, T216, T218, T222, T224, T250-252	TSW be able to interpret an author's use of language in a variety of formats	interpret, figurative language, connotation, technical language	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.4.V.2.a	a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.	Teacher's Edition: Unit 2: T39, T129, T168, T174, T184, T192, T196 Unit 3: T314, T315, T316 Unit 5: T33, T42, T115, T90, T92, T96, T134, T142, T144, T146, T151, T154, T156, T158, T160, T162, T164 T119, T123, T128, T191, T90, T142, T296, Unit 6: T115, T116, T170, T173, T174, T194 204, T206, T211, T217, T218, T220, T224, T246, T250, T252, T267	TSW be able to interpret an author's use of language in a variety of formats	interpret, figurative language, connotation, technical language	reinforce
	LA.4.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms and adages.	Teacher's Edition: Unit 1: T80, T86, T126, T128, T130, T135, T138, T140, T142, T144, T146, T148, T126, T128, T130 Unit 2: T168, T171, T174, T194, T202 Unit 3: T11, T113, T117, T124 Unit 4: T39, T45, T294 Unit 5: T121, T133, T142, T195, T196, T178, T218, T206, T210, T215, T218, T220, T222, T224, T226, T228 Unit 6: T117, T121	TSW be able to interpret an author's use of language in a variety of formats	interpret, figurative language, connotation, technical language	reinforce
	LA.4.V.2.c	c. Use knowledge of words by relating them to their antonyms and synonyms.	Teacher's Edition: Unit 1: 135 Unit 2: T86, T88, T90, T92, T118, T140, T142, T147, T150, T152, T154, T156, T158, T160, T294 Unit 3: T88, T89 Unit 4: T266, T284 Unit 5: T6, T12, T35, T60, T62, T64, T69, T72, T74, T76, T78, T80, T82 Unit 6: T69, T136, T262	TSW be able to interpret an author's use of language in a variety of formats	interpret, figurative language, connotation, technical language	reinforce
		Production of Writing				
	LA.4.W.1	*Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.*	Teacher's Edition: Unit 1: T262, T263, T264, T265 Unit 2: T279 Unit 5: T279, T281 Unit 6: T265, T274, T276, T277	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.a	a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).	Teacher's Edition: Unit 2: T271 Unit 4: T267, T269 Unit 5: T263 Unit 6: T243, T271	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.b	b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.	Teacher's Edition: Unit 1: T96 Unit 3: T268 Unit 4: T272 Unit 5: T272 Unit 6: T242, T270, T274	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.c	c. Identify and use simple appositive phrases.	Teacher's Edition: Unit 5: T279, T281	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.d	d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).	Teacher's Edition: Unit 1: T264 Unit 4: T268 Unit 6: T263	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.e	e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).	Teacher's Edition: Unit 1: T12, T48, T50, T126 Unit 4: T48 Unit 5: T60	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce
	LA.4.W.1.f	f. Identify and revise fragment and run-on sentences in speaking and writing.	Teacher's Edition: Unit 1: T258 Unit 5: T246, T258	TSW be able to create a grade level appropriate sentence and paragraph	grammatically correct, sentences, paragraphs, variety	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.4.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Teacher's Edition: Unit 1: T220-221, T222-223, T230-231, T232-233, T238-239, T240-241, T248-249, T250-251, T300-301 Unit 2: T232-233, T234-235, T242-243, T244-245, T260-261, T262-263, T308-309, T310-311, T312-313 Unit 3: T232-233, T238-239, T242-243, T244-245, T256-257, T262-263, T310-311, T312-313 Unit 4: T230-231, T240-241, T242-243, T248-249, T258-259, T260-261, T308-309, T310-311 Unit 5: T236-237, T238-239, T240-241, T244, T248-249, T252-253, T254-255, T256-257, T264-265, T314-315 Unit 6: T232-233, T234-235, T236-237, T240, T244-245, T248-249, T250-251, T252-253, T260-261, T310-311	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	Teacher's Edition: Unit 1: T220-221, T222-223, T230-231, T232-233, T238-239, T240-241, T248-249, T250-251 Unit 2: T232-233, T234-235, T242-243, T244-245, T260-261, T262-263 Unit 3: T232-233, T238-239, T242-243, T244-245, T256-257, T262-263 Unit 4: T230-231, T240-241, T242-243, T248-249, T258-259, T260-261 Unit 5: T236-237, T238-239, T240-241, T244, T252-253, T254-255, T256-257 Unit 6: T232-233, T234-235, T236-237, T240, T248-249, T250-251, T252-253	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: T27, T49, T55, T101, T147, T177, T218-257, T289, T293 Unit 2: T27, T55, T71, T107, T137, T189, T207, T230-269, T301 Unit 3: T27, T69, T105, T137, T189, T201, T230-269, T301 Unit 4: T27, T59, T96, T105, T135, T137, T143, T153, T187, T228-267 Unit 5: T75, T81, T147, T157, T200-207, T234-249, T258-265 Unit 6: T27, T59, T159, T207, T217, T230-246, T263-264	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	Teacher's Edition: Unit 1: T210-211, T234-235, T252-253, T258-259, T260-261, T262-263, T264-265, T266-267, T268-269, T270-271, T272-273, T274-275, T276-277 Unit 2: T246-247, T264-265, T270-271, T272-273, T274-275, T276-277, T278-279, T280-281, T282-283, T288-289 Unit 3: T246-247, T264-265, T270-271, T272-273, T274-275, T276-277, T278-279, T280-281, T282-283, T288-289 Unit 4: T244-245, T262-263, T268-269, T270-271, T272-273, T274-275, T276-277 Unit 5: T242-243, T244-245,T246-247, T258-259, T260-261, T262-263, T272-273, T274-275, T276-277, T286-287, T288-289, T290-291 Unit 6: T238-239, T240-241, T242-243, T254-255, T256-257, T258-259, T268-269, T270-271, T272-273, T274-275, T276-277, T278-279, T280-281, T286-287	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	Teacher's Edition: Unit 1: T268-269, T270-271, T272-273, T274-275, T276-277 Unit 2: T265, T280-281, T282-283, T284-285, T286-287, T288-289 Unit 3: T265, T280-281, T282-283, T284-285, T286-287, T288-289 Unit 4: T262-263, T278-279, T280-281, T282-283, T284-285, T286-287 Unit 5: T263, T282-283, T284-285, T286-287, T288-289, T290-291 Unit 6: T259, T278-279, T280-281, T282-283, T284-285, T286-287	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	Teacher's Edition: Unit 1: T55, T147, T293 Unit 2: T55, T61, T71, T77, T207, T301 Unit 3: T69, T188, T201 Unit 4: T157 Unit 5: T75, T81, T307 Unit 6: T59, T159, T188-189, T303	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
	LA.4.W.2.f	f. Use appropriate print and digital/ multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Teacher's Edition: Unit 1: T55, T147, T293 Unit 2: T55, T61, T71, T77, T207, T301 Unit 3: T69, T188, T201 Unit 4: T157 Unit 5: T75, T81, T307 Unit 6: T59, T159, T188-189, T303	TSW be able to go through the writing process	recursive writing process (the writing process in any order)	reinforce
		Modes of Writing				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.4.W.3	Write creative and/or expressive pieces that describe a well-developed event or experience.	Teacher's Edition: Unit 2: T137 Unit 4: T135 Unit 5: T234-249 Unit 6: T137, T230-246, T263-267	TSW be able to write a personal narrative	creative, expressive, well-developed	reinforce
	LA.4.W.3.a	a. Establish a situation and introduce a narrator and/or character(s).	Teacher's Edition: Unit 5: T234, T238, T268 Unit 6: T232; T234, T264	TSW be able to write a personal narrative	creative, expressive, well-developed	reinforce
	LA.4.W.3.b	b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.	Teacher's Edition Unit 2: T33, T113, T118, T196 Unit 3: T250, T266 Unit 5: T270 Unit 6: T254, T262	TSW be able to write a personal narrative	creative, expressive, well-developed	reinforce
	LA.4.W.3.c	c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.	Teacher's Edition: Unit 5: T234, T238, T240, T266 Unit 6: T234	TSW be able to write a personal narrative	creative, expressive, well-developed	reinforce
	LA.4.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.	Teacher's Edition: Unit 5: T242 Unit 6: T234, T264, T265	TSW be able to write a personal narrative	creative, expressive, well-developed	reinforce
	LA.4.W.4	*Write opinion pieces that explain a perspective with supporting reasons and/or evidence.*	Teacher's Edition: Unit 1: T218-257 Unit 3: T230-269	TSW be able to write an opinion piece	opinion, supporting reasons/evidence	reinforce
	LA.4.W.4.a	a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.	Teacher's Edition: Unit 1: T218, T230, T323, T236, T248, T250, T252, T254, T256 Unit 3: T242, T266 Unit 6: T298	TSW be able to write an opinion piece	opinion, supporting reasons/evidence	reinforce
	LA.4.W.4.b	b. Use facts and details to support reasons and/or evidence.	Teacher's Edition: Unit 1: T218, T230, T232, T236, T248, T250, T254, T256 Unit 3: T242, T246, T264, T266	TSW be able to write an opinion piece	opinion, supporting reasons/evidence	reinforce
	LA.4.W.4.c	c. Use linking words and phrases to connect ideas.	Teacher's Edition: Unit 1: T252, T256 Unit 3: T244, T250, T264, T266	TSW be able to write an opinion piece	opinion, supporting reasons/evidence	reinforce
	LA.4.W.4.d	d. Provide a concluding statement or section related to the opinion.	Teacher's Edition: Unit 1: T256 Unit 3: T242, T260, T268	TSW be able to write an opinion piece	opinion, supporting reasons/evidence	reinforce
	LA.4.W.5	*Write informative/ explanatory pieces to examine a topic or text and convey ideas and information.*	Teacher's Edition: Unit 1: T49, T189, T289 Unit 2: T230-269, T301 Unit 3: T137 Unit 4: T228-267 Unit 5: T258-265	TSW be able to write an informational piece	informative, explanatory	reinforce
	LA.4.W.5.a	a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.	Teacher's Edition: Unit 2: T230, T248, T262, T266, T300 Unit 3: T312 Unit 4: T228, T240, T242, T258, T264 Unit 5: T254, T256, T264	TSW be able to write an informational piece	informative, explanatory	reinforce
	LA.4.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	Teacher's Edition: Unit 2: T242, T260, T262, T266, T268 Unit 4: T240, T242, T244, T258, T260, T262 Unit 5: T252, T256, T266, T270	TSW be able to write an informational piece	informative, explanatory	reinforce
	LA.4.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	Teacher's Edition: Unit 4: T230, T244, T266 Unit 5: T256, T258	TSW be able to write an informational piece	informative, explanatory	reinforce
	LA.4.W.5.d	d. Provide a concluding statement or section related to the information or explanation(s).	Teacher's Edition: Unit 2: T248, T268 Unit 4: T240, T258, T264 Unit 5: T256	TSW be able to write an informational piece	informative, explanatory	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.4.W.6	*Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.*	Teacher's Edition: Unit 1: T16-17, T33, T36, T43, T54, T55, T106, T119, T181 Unit 2: T16-17, T40, T89, T111, T121, T129 Unit 3: T36, T109, T115, T130, T131, T178-179 Unit 4: T30, T31, T47, T75, T112, T116, T127, T128, T129, T292-293 Unit 5: T37, T42, T135, T176, T177, T182-183, T197, T201 Unit 6: T31, T38, T45, T116, T122, T132-133	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
	LA.4.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	Teacher's Edition: Unit 1: T6, T92, T156 Unit 3: T6, T104-105 Unit 5: T9, T90, T172 Unit 6: T52, T90, T168, T293	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
	LA.4.W.6.b	b. Identify print and digital tools to gather information and evidence.	Teacher's Edition: Unit 2: T295 Unit 3: T188-189, T295 Unit 4: T186-187, T293 Unit 5: T26-27 T270, T297 Unit 6: T65, T188-189, T293	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
	LA.4.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	Teacher's Edition: Unit 5: T270	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
	LA.4.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.	Teacher's Edition: Unit 1: T26-27, T100-101, T176-177, T233, T256 Unit 2: T26-27, T106-107, T188-189 Unit 3: T26-27, T104-105, T188-189, T268 Unit 4: T26-27, T104-105, T186-187 Unit 5: T26-27, T110-111, T192-193 Unit 6: T26-27, T110-111, T188-189, T293	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
	LA.4.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Teacher's Edition: Unit 1: 283	TSW be able to summarize a story or text	summarize, relevant evidence	reinforce
		Comprehension and Collaboration				
	LA.4.SL.1	*Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.*	Teacher's Edition: Unit 1: T294 Unit 2: T304, T306 Unit 3: T304, T306, T307 Unit 4: T302, T304, T305 Unit 5: T308 Unit 6: T166, T260, T302, T304, T305	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.a	a. Ask relevant questions to build on ideas or acquire or confirm information.	Teacher's Edition: Unit 1: T78, T154, T240, T296, T298, T300 Unit 2: T246, T312 Unit 3: T310, T312 Unit 4: T308, T310 Unit 5: T88, T260, T309, T310, T314 Unit 6: T4, T8, T59, T306, T310	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Teacher's Edition: Unit 1: T4, T210, T234, T252, T297, T301 Unit 2: T6, T84, T204, T222, T309, T311, T313 Unit 3: T84, T204, T264, T311, T309, T310, T313 Unit 4: T186, T202, T220, T307, T309, T311 Unit 5: T70, T91, T202, T218, T310, T313, T315 Unit 6: T166, T198, T214, T306, T309, T311	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Unit 1: T4, T78, T154 Unit 2: T4, T84, T221 Unit 3: T4, T82, T166 Unit 4: T4, T82, T164 Unit 5: T4, T88, T170 Unit 6: T4, T88, T166	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).	Teacher's Edition: Unit 1: T4, T210, T234, T252, T297, T301 Unit 2: T6, T84, T204, T222, T309, T311, T313 Unit 3: T84, T204, T264, T311, T309, T310, T313 Unit 4: T186, T202, T220, T307, T309, T311 Unit 5: T70, T91, T202, T218, T310, T313, T315 Unit 6: T166, T198, T214, T306, T309, T311	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listening	LA.4.SL.1.e	e. Complete a task following multi-step directions.	Teacher's Edition: Unit 1: T25, T47, T99, T123, T175, T205, T229, T247 Unit 2: T25, T53, T105, T135, T187, T199, T217, T241, T259 Unit 3: T25, T51, T103, T135, T187, T199, T241, T259 Unit 4: T25, T51, T103, T133, T185, T239, T257, T281 Unit 5: T25, T57, T109, T139, T191, T213, T255 Unit 6: T25, T57, T109, T135, T159, T187, T235, T251	TSW be able to appropriately debate grade level texts	collaboration, structured discussion/debate	introduce
		Presentation of Knowledge and Ideas				
	LA.4.SL.2	*Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts, and relevant, descriptive details to support themes or central ideas*	Teacher's Edition: Unit 1: T49, T125, T189, T296, T298, T300 Unit 2: T55, T106, T137, T201, T308, T310, T312 Unit 3: T53, T104, T300, T308, T310, T312 Unit 4: T53, T306, T308, T310 Unit 5: T59, T141, T205, T248, T310, T312, T314; Unit 6: T244, T260, T306, T308, T310 Unit 6: T137, T188, T201	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.	Teacher's Edition: Unit 1: T296, T298, T299, T300 Unit 2: T308, T310, T311, T312 Unit 3: T308, T310, T311, T312 Unit 4: T306, T308, T309, T310 Unit 5: T310, T312, T313, T314 Unit 6: T306, T308, T309, T310	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.b	b. Convey a perspective with clear reasoning and support.	Teacher's Edition: Unit 1: T296, T298, T299, T300 Unit 2: T308, T310, T311, T312 Unit 3: T308, T310, T311, T312 Unit 4: T306, T308, T309, T310 Unit 5: T310, T312, T313, T314 Unit 6: T306, T308, T309, T310	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.c	c. Identify the purpose and credibility of information being presented.	Teacher's Edition: Unit 1: T296, T298, T299, T300 Unit 2: T308, T310, T311, T312 Unit 3: T308, T310, T311, T312 Unit 4: T306, T308, T309, T310 Unit 5: T310, T312, T313, T314 Unit 6: T306, T308, T309, T310	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Teacher's Edition: Unit 1: T296, T298, T299, T300 Unit 2: T308, T310, T311, T312 Unit 3: T308, T310, T311, T312 Unit 4: T306, T308, T309, T310 Unit 5: T310, T312, T313, T314 Unit 6: T306, T308, T309, T310	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce
	LA.4.SL.1.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Teacher's Edition: Unit 1: T296, T298, T300 Unit 2: T55, T300, T310, T312 Unit 3: T26, T188, T310, T312 Unit 4: T308, T310 Unit 5: T248, T310, T312, T314 Unit 6: T244, T260, T308, T310 Unit 5: T192, T205 Unit 6: T188, T204	TSW be able to report on a topic or text using descriptive details	collaboration, structured discussion/debate	introduce

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 1	Week 1 and 2 Text set 1	TSW use diagrams and headings to read and understand expository text TSW identify compare and contrast text structure. TSW identify author's perxpective to understand personal narratives	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW make predictions to understand realistic fiction TSW identify an author's claim to help us understand expository text TSW identify plot in realistic fiction TSW read and understand realistic fiction by identifying how conflict contributes to plot		
	Week 5 text set 3	TSW use graphs and headings to read and understand argumentative text TSW can read and understand text by identifying the central idea and relevant details TSW identify sequence text structure to help us read and understand procedural text		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 2	Week 1 and 2 Text set 1	TSW summarize to understand expository text TSW use photographs,captions,and headings to read and understand expository text TSW read and understand expository text by identifying the central idea and relevant details TSW identify charachter development to help us read and understand trickster tales	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW ask and answer questions to understand a drama TSW read and understand drama by identifying the theme. TSW can identify hyperboles to help read and understand tall tales TSW identify how dialogue, setting, stage directions. and other elements of a play contribute to the plot		
	Week 5 text set 3	TSW use rhyme and structure to understand poetry TSW use text structures to read and understand poetry TSW read and understand poetry by identifying character perspective TSW identify imagery and assonance to help us understand poetry.		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 3	Week 1 and 2 Text set 1	TSW visualize what we read to help us understand realistic fiction TSW use flashback to understand plot in realistic fiction TSW identify the narrator's point of view and character perspective in a text TSW identify a problem-and-solution text structure to read and understand expository text	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW reread to understand a biography TSW use a timeline to understand a biography TSW read and understan a biography by identifying the author's perspective TSW identify author's purpose to help us read and understand and autobiography.		
	Week 5 text set 3	TSW reread to understand argumentative text. TSW can identify sequence text structure to help us read and understand procedural text TSW use maps and headings to read and understand argumentative text TSW can read and understand argumentative text by identifying the author's claim		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Learning Goals**	**Assessment**
Unit 4	Week 1 and 2 Text set 1	TSW ask and answer questions to understand narrative nonfiction TSW identify homophones and homographs to help us read and understand narrative nonfiction TSW use headings and pronunciations to read and understand narrative nonfiction TSW read and understand narrative nonfiction by identifying the cause-and-effect text structure	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KItKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW will make predictions to understand historical fiction TSW use setting to read and understand historical fiction TSW read and understand historical fiction by identifying the narrator's point of view and character's perspective TSW can use description to help us read and understand expository text		
	Week 5 text set 3	TSW determine a poem's structure to understand narrative poetry TSW use literary elements to read and understand narrative poetry. TSW can read and understand narrative poetry by identifying the theme. TSW can identify rhyme and structure to help us read and understand poetry		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Learning Goals**	**Assessment**

Unit 5	Week 1 and 2 Text set 1	TSW summarize to understand expository text TSW use photographs and captions to read and understand expository text TSW read and understand expository text by identifying the chronological text structure TSW use imagery to help us read and understand fantasy	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KltKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KltKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW can visualize to better understand realistic fiction TSW use foreshadowing to read and understand realistic fiction TSW read and understand realistic fiction by identifying the conflict in the plot TSW analyze character development to help us read and understand realistic fiction		
	Week 5 text set 3	TSW summarize to understand expository text TSW identify author's perspective to help us read and understand an informative article TSW use sidebars and maps to read and understand expository text TSW read and understand expository text by identifying teh chronological text structure		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Learning Goals**	**Assessment**
Unit 6	Week 1 and 2 Text set 1	TSW ask and answer questions to understand narrative nonfiction TSW use sidebars to read and understand narrative nonfiction TSW read and understand narrative nonfiction by identifying the central idea and relevant details TSW identify the conflict in a plot to help us read and understand myth	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KltKFy5whz_az/view?usp=sharing	https://drive.google.com/file/d/19Xxq9MR-CGMGSkxQDK3KltKFy5whz_az/view?usp=sharing
	Week 3 and 4 Test set 2	TSW reread to understand historical fiction TSW use setting to read and understand historical fiction TSW read and understand historical fiction by identifying theme TSW use maps to help us read and understand expository text		
	Week 5 text set 3	TSW use imagery and personification to understand free verse poetry TSW use characteristics of free verse to read and understand poetry TSW read and understand free verse poetry by identifying the theme TSW identify character perspective to help us read and understand poetry		

The fourh grade writing curriculm can be found at the following link:
https://drive.google.com/drive/folders/0B4xqohHXQGpSanhrSFRvY1N6alk?resourcekey=0-og1IyboarGr22o0xbs6V6Q&usp=drive_link

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Concepts of Print				
		Phonics and Word Analysis				
	LA.5.F.3	Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.	Teacher's Edition: Unit 1: 280, 281, 282, 283, 284, 285, 286, 287, 288, 289 Unit 2: 280, 281, 282, 283, 284, 285, 286, 287, 288, 289 Unit 3: 274, 275, 276, 277, 278, 279, 280, 281, 282, 283 Unit 4: 276, 277, 278, 279, 280, 281, 282, 283, 284, 285 Unit 5: 276, 277, 278, 279, 280, 281, 282, 283, 284, 285 Unit 6: 278, 279, 280, 281, 282, 283, 284, 285, 286, 287	Decode and encode spelling words.	phonics, decoding, encoding	Master
	LA.5.F.3.a	a. Decode words with common Greek derived words.	Teacher's Edition: Unit 1: 173, 174, 175, 203, 207, 211, 218, 223, 224 Unit 3: 137, 141, 147, 148, 152, 154 Unit 5: 10, 11, 12, 29, 57, 65, 72, 204 Unit 6: 24, 25, 62, 63	Decode and encode spelling words.	phonics, decoding, encoding	Master
	LA.5.F.3.b	b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	Teacher's Edition: Unit 1: T24, T54, T64, T65, T106, T134, T145, T186, T208, T209 Unit 2: T24, T54, T58, T64, T65, T106, T134, T138, T144, T145, T186, T208, T209, T280 Unit 3: T48, T58, T59, T100, T128, T139, T180, T202, T203 Unit 4: T6, T24, T64, T65, T106, T140, T141, T182, T204 Unit 5: T24, T29, T38, T52, T62, T104, T132, T142, T143, T166, T184, T206, T207, T282, T284 Unit 6: T24, T52, T62, T63, T104, T134, T144, T145, T186, T208, T209, T278	Decode and encode spelling words.	phonics, decoding, encoding	Master
		Fluency				
	LA.5.F.4	*Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.*	Teacher's Edition: Unit 1: T106-107, T134, T148, T150-151, T156-157, T186-187, T212 Unit 2: T14, T25, T54-55, T106-107, T134-135, T140-141, T151, T156-157, T186-187, T204, T214 Unit 3: T8, T100, T128, T142, T164, T181, T206 Unit 4: T54-55, T90, T107, T144, T182-183, T208 Unit 5: T25, T53, T105, T133, T146, T185, T199 Unit 6: T25, T53, T88, T105, T135, T187	Read grade level text with accuracy/prosody to support comprehension	accuracy, expression, comprehension	master
	LA.5.F.4.a	a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.	Teacher's Edition: Unit 1: T106-107, T134, T148, T150-151, T156-157, T186-187, T212 Unit 2: T14, T16, T25, T54, T60, T70, T76, T96, T106, T134, T140, T151, T156, T176, T186, T204, T214 Unit 3: T8, T100, T128, T142, T164, T181, T206 Unit 4: T54, T90, T107, T144, T182, T208 Unit 5: T25, T53, T105, T133, T146, T185, T199 Unit 6: T25, T53, T88, T105, T135, T187	Read grade level text with accuracy/prosody to support comprehension	accuracy, expression, comprehension	master
	LA.5.F.4.b	b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.	Teacher's Edition: Unit 1: T106-107, T134, T148, T150-151, T156-157, T186-187, T212 Unit 2: T14, T16, T25, T54, T60, T70, T76, T96, T106-107, T134, T140, T151, T156-157, T176, T186, T204, T214 Unit 3: T8, T100, T128, T142, T164, T181, T206 Unit 4: T54, T90, T107, T144, T182, T208 Unit 5: T25, T53, T105, T133, T146, T185, T199 Unit 6: T25, T53, T88, T105, T135, T187	Read grade level text with accuracy/prosody to support comprehension	accuracy, expression, comprehension	master
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Reading Prose and Poetry	**LA.5.RP.1**	Explain the theme in a literary text and how it is conveyed through key details.	Teacher's Edition: Unit 1: T90, T102, T104, T113, T116, T120, T122, T123, T126, T142, T152, T158 Unit 2: T90, T100, T102, T112, T114, T116, T118, T122, T140, T142, T148, T149, T150, T152, T155, T156, T158, T161, T170, T180, T191, T194, T206, T212, T213, T214, T216, T219, T220, T222, T225 Unit 3: T8, T18, T22, T30, T32, T34, T35, T36, T37, T39, T38, T42, T50, T56, T62, T63, T64, T66, T69, T70, T72, T75 Unit 4: T104, T124, T164, T166, T176, T200, T202, T208, T209, T210, T212, T215, T216, T218, T221 Unit 5: T48, T88, T111, T114, T115, T121 Unit 6: T8, T18, T30, T34, T36, T37, T38, T39, T44, T58, T60 , T67, T68, T70, T73, T79, T129, T130, T170, T191, T194, T196, T197, T206, T216, T222	Explain the theme of a text using key details.	explain, theme, key details	reinforce
	LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts.	Teacher's Edition Unit 1: T90, T98, T102, T104, T142, T148, T152, T155, T158 Unit 2: T90, T118, T142, T152, T158 Unit 3: T16, T42, T56, T66, T72 Unit 4: T102, T132, T138, T148, T154 Unit 5: T88, T98, T102, T112, T116, T120, T124, T138, T140, T147, T153, T159 Unit 6: T20, T129, T130, T230, T234, T236, T246, T252	Compare and contrast characters, settings, and events in a text.	compare/contrast. character, setting, events	master
		Author's Craft				
	LA.5.RP.3	Describe how a narrator or speaker's point of view influences the meaning of a literary text.	Teacher's Edition: Unit 1: T104 Unit 2: T100, T104, T126 Unit 3: T37, T54, T56, T64, T70 Unit 4: T100, T104, T122, T125, T126, T136, T145, T146, T151, T152, T157, T174, T202, T212, T218 Unit 5: T98, T100, T109, T111, T114, T115, T121 Unit 6: T18, T20, T31, T35, T37, T39, T41, T132, T180, T191, T192, T204, T212, T213, T214, T219, T220, T225	Understand how the narrator's point of view affects the meaning of the text.	POV narrator	reinforce
	LA.5.RP.4	Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	Teacher's Edition: Unit 2: T168, T176, T178, T191, T196, T198, T206, T216, T222 Unit 4: T90, T98, T115, T116, T136, T138, T144, T146, T148, T152, T154, T172, T178, T187, T188 Unit 6: T32, T171, T178, T182, T184, T192, T194, T206, T207, T212, T216, T217, T218, T219, T223, T224, T250, T262, T266, T267	Explain how text is organized by sequence of chapters, scenes, and stanzas.	explain sequence structure	introduce
		Knowledge and Ideas				
	LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.	Teacher's Edition: Unit 1: T88, T128, T136, T142, T152, T158, T161 Unit 2: T88, T143, T152, T158, T184, T194, T200 Unit 3: T6, T56, T66, T73 Unit 4: T88, T124, T132, T136, T139, T146, T149, T152, T155, T157, T180 Unit 5: T86, T141, T151, T157 Unit 6: T178, T200	Compare and contrast different texts of the same genre.	compare/contrast genre. theme. topics	reinforce
	LA.5.RP.6	Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	Teacher's Edition: Unit 1: 9, 10, 11, 14, 15, 30, 31, 34, 36, 41, 47, 49, 114, 127, 185 Unit 2: 36, 41, 117 Unit 3: 85, 86, 90, 91, 107, 109 Unit 4: 35, 36, 40, 116 Unit 5: 9, 10, 11, 14, 15, 30, 33, 34, 36, 40, 48, 73, 169, 170, 171, 174, 175 Unit 6: 33, 40, 89, 91, 94, 95, 111, 115, 120	Analyze text to answer/develop questions using text evidence to better comprehend.	text evidence. questions comprehension	reinforce
	LA.5.RP.7	Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	Teacher's Edition: Unit 1: 45, 48, 49, 51, 63, 73, 79, 125, 128, 131, 143, 153, 159, 193, 196, 197, 207 Unit 2: 48, 51, 63, 73, 79, 125, 128, 131, 143, 153, 159, 193, 196, 197, 207 Unit 3: 41, 44, 45, 57, 67, 72, 73, 119, 122, 125, 137, 147, 153, 187, 190, 191, 201, 211 Unit 4: 45, 48, 51, 63, 73, 79, 121, 124, 127, 139, 149, 155, 189, 192 Unit 5: 45, 48, 49, 123, 126, 129, 141, 151, 191, 194, 195, 205 Unit 6: 45, 46, 48, 51, 63, 73, 79, 125, 128, 131, 143, 153, 159, 193, 196, 197, 207	Explain relationships between characters, events, or ideas in various texts.	relationships characters, events, ideas	master
		Range of Reading and Level of Text Complexity				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.5.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	Teacher's Edition: Unit 1: T90, T110, T128, T149, T152, T155, T161, T296, T298, T300 Unit 2: T90, T98, T110, T128, T142, T149, T155, T161, T170, T178, T190, T196, T213, T219, T225, T296, T306, T315, T317 Unit 3: T8, T16, T28, T42, T63, T66, T69, T72, T75, T290, T300, T311 Unit 4: T90, T110, T124, T166, T186, T194, T196, T209, T215, T221, T292, T312, T313 Unit 5: T73, T88, T108, T140, T147, T153, T292, T310, T311, T313 Unit 6: T16, T176, T178, T294, T300, T315	Read and comprehend grade-level texts independently.	grade level text idependent. proficiently	master
Reading Information		**Central Ideas and Details**				
	LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.	Teacher's Edition: Unit 1: 6, 14, 21, 29, 31, 36, 45, 46, 49, 52, 62, 72, 78, 88, 91, 96, 97, 98, 100, 102, 104, 111, , 125, 126, 132, 168, 170, 180, 181, 192, 194, 204, 205, 206, 213, 214, 215, 216, 219, 225, 295, 315 Unit 2: 14, 21, 22, 35, 45, 81, 96, 98, 100, 113, 115, 117, 125, 130, 142, 148, 151, 152, 161, 172, 180, 181, 212, 214, 219, 225, 295 Unit 3: 85, 86, 94, 95, 105, 106, 108, 112, 115, 116, 118, 119, 120, 134, 136, 142, 143, 144, 146, 147, 149, 150, 152, 153, 155, 162, 165, 170, 174, 178, 185, 186, 188, 206, 207, 213, 219, 288, 289, 293, 296, 297 Unit 4: 9, 11, 14, 17, 18, 19, 22, 23, 29, 30, 32, 36, 38, 42, 45, 52, 71, 73, 78, 79, 81, 92, 93, 96, 100, 101, 102, 103, 104, 112, 113, 114, 118, 147, 153, 157, 167, 176, 177, 179, 180, 194, 209, 215, 221, 230, 290 Unit 5: 9, 10, 14, 18, 19, 30, 31, 35, 37, 38, 40, 45, 69, 73, 79, 91, 119, 123, 127, 146, 169, 174, 210, 217, 223, 298, 311 Unit 6: 9, 10, 11, 14, 18, 19, 21, 22, 31, 34, 39, 43, 50, 67, 73, 79, 89, 91, 94, 96, 101, 102, 125, 143, 149, 180, 184, 191, 193, 194, 212, 213, 219, 221, 225, 292, 296	Explain the central idea in a text and how key details support it.	central idea. key details. informational text	reinforce
	LA.5.RI.2	Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.	Teacher's Edition: Unit 1: T49, T170 Unit 2: T14, T130, T132, T232, T234, T236, T298, T302, T304 Unit 3: T84, T94, T98, T106, T111, T115, T116, T120, T126, T134, T142, T143, T144, T149, T155, T164, T170, T176, T230, T292, T296, T309, T310, T311 Unit 4: T8, T14, T22, T30, T34, T39, T46, T52, T60, T62, T68, T70, T72, T76, T78, T226, T228, T230, T232, T248, T250, T254, T262, T298 Unit 5: T8, T18, T22, T30, T31, T32, T35, T42, T46, T67, T73, T79, T127, T168, T174, T195, T228, T234, T296, T298, T300 Unit 6: T47, T88, T129, T132, T292, T296	Compare and contrast elements of an informational text and find supporting details.	compare/contrast, informational text	introduce
		Author's Craft				
	LA.5.RI.3	Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.	Teacher's Edition: Unit 1: 33, 39, 44, 52, 53, 113, 121, 124, 196, 198, 199, 298 Unit 2: 31, 33, 39, 44, 50, 117, 298, 303 Unit 3: 31, 40, 46, 47, 109, 117, 118, 123, 124, 293 Unit 4: 49, 111, 119, 120, 126, 193, 295 Unit 5: 31, 119, 122, 128, 189, 295 Unit 6: 31, 35, 111, 130, 296	Determine the AP and how the author's perspective affects the meaning of the text.	AP author's perspective	introduce
	LA.5.RI.4	Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.	Teacher's Edition: Unit 1: 50, 63, 73, 178, 179, 196, 197 Unit 2: 10, 16, 17, 27, 52, 53 Unit 3: 103, 107, 162, 167, 190, 201, 306 Unit 4: 16, 17, 49, 50 Unit 5: 37, 39, 43, 61, 171, 176, 177, 194, 205 Unit 6: 48, 50, 89, 96, 106, 143, 153	Explain how text features help us understand the meaning of a text.	text features	Master
		Knowledge and Ideas				
	LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.	Teacher's Edition: Unit 1: T14, T56, T69, T76, T136, T200, T214, T240, T244, T254, T290, T294, T298, T300, T302, T304 Unit 2: T39, T44, T46, T52, T56, T62, T72, T79, T136, T160, T240, T294, T300, T304 Unit 3: T45, T92, T98, T136, T152, T167, T176, T177, T194, T200, T210, T216, T234, T288, T292, T294, T296 Unit 4: T16, T51, T62, T72, T78, T236, T290, T296, T298, T300 Unit 5: T20, T32, T37, T54, T61, T71, T77, T134, T155, T180, T181, T198, T205, T215, T219, T221, T290, T291, T310, T312 Unit 6: T26, T100, T106, T292	Read multiple texts on the same topic to increase understanding on the topic.	multiple texts	introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
al Text	**LA.5.RI.6**	Analyze the development of an author' s claim(s) and how supporting evidence is used to support the claim(s).	Teacher's Edition: Unit 1: T132, T168, T170, T176, T178, T180, T182, T184, T192, T194, T206, T212, T213, T216, T219, T222, T225, T230, T234, T236, T252, T254, T258, T298, T302 Unit 2: T43, T52, T132, T230, T240, T254, T258, T294, T302 Unit 3: T105, T107, T109, T113, T120, T164, T172, T174, T178, T186, T188, T190, T200, T206, T207, T208, T210, T213, T214, T216, T219, T224, T226, T228, T230, T234, T244, T246, T248, T252, T263, T294 Unit 4: T18, T20, T31, T49, T50, T56, T68, T69, T75, T81, T127, T230, T294, T296, T300 Unit 5: T33, T37, T39, T43, T46, T111, T114, T115, T168, T178, T180, T182, T192, T189, T190, T202, T204, T210, T211, T212, T217, T218, T221, T223, T296, T302 Unit 6: T47, T48, T100	Analyze the author's opinion is and how the author supports.	development of author's claim	introduce
	LA.5.RI.7	Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.	Teacher's Edition: Unit 1: T8, T18, T20, T22, T32, T35, T38, T46, T48, T50, T60, T62, T68, T69, T70, T72, T75, T76, T77, T78, T81, T299, T314, T315, T316 Unit 2: T6, T9, T16, T18, T20, T21, T22, T32, T37, T42, T46, T60, T61, T67, T68, T69, T70, T72, T73, T75, T76, T78, T81, T314, T315, T316 Unit 3: T308, T309, T310 Unit 4: T310, T311, T312 Unit 5: T18, T20, T21, T22, T31, T38, T39, T46, T58, T60, T66, T67, T68, T73, T74, T79, T180, T181, T198, T202, T205, T213, T215, T221, T295, T297, T310, T311, T312 Unit 6: T50, T98, T140, T142, T148, T149,T150, T152, T155, T156, T158, T161	Explain relationship between two or more people, events, or ideas using multiple informational texts.	relationships of people, events,ideas	reinforce
		Range of Reading and Level of Text Complexity				
	LA.5.RI.8	Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.	Teacher's Edition: Unit 1: T8, T22, T28, T46, T48, T69, T75, T81, T170, T184, T190, T196, T294, T314, T315, T316, T317 Unit 2: T8, T22, T28, T48, T69, T75, T81, T128, T236, T294, T302, T306, T314, T315, T316, T317 Unit 3: T84, T92, T98, T104, T122, T230, T254, T288, T289, T300, T308, T309, T310, T311 Unit 4: T8, T16, T22, T28, T48, T69, T75, T81, T232, T290, T291, T310, T311, T312, T313 Unit 5: T8, T22, T28, T168, T182, T188, T194, T294, T310, T311, T312, T313 Unit 6: T46, T88, T96, T108, T292, T296, T300, T312, T313, T314, T315	Read and understand a range of IT at the 5th grade level independenlty.	comprehend informational grade level texts	master
V		**Acquisition and Use**				
	LA.5.V.1	*Acquire and use grade-level academic vocabulary appropriately.*	Teacher's Edition: Unit 1: 57, 59, 63, 94, 95, 138, 139, 174, 175, 203, 207, 250, 251, 269 Unit 2: 59, 94, 95, 137, 138, 139, 159, 174, 175, 203, 207 Unit 3: 27, 51, 53, 73, 88, 89, 133, 153, 168, 169, 183, 195, 196, 226 Unit 4: 58, 59, 79, 94, 95, 134, 135, 155, 170, 171, 197, 198, 199, 297 Unit 5: 56, 57, 92, 93, 134, 136, 137, 157, 172, 173, 199, 200, 201 Unit 6: 55, 56, 57, 61, 91, 92, 93, 138, 139, 159, 174, 175, 202, 203, 223	Learn and use grade-level academic vocabulary.	aquire and use GL vocabulary	introduce
	LA.5.V.1.a	a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.	Teacher's Edition: Unit 1: T88, T94, T117, T130, T138, T142, T147, T152, T154, T158, T160, T298, T302 Unit 2: T6, T8, T12, T58, T60, T62, T67, T70, T72, T74, T76, T78, T80, T170, T298 Unit 3: T12, T52, T56, T61, T66, T72, T74, T124, T132, T185, T196, T200, T205, T210, T216, T218, T309, T310, T311 Unit 4: T12, T58, T67, T74, T80, T94, T113, T128, T134, T140, T143, T150, T156, T164, T166, T170, T198, T207, T310, T311 Unit 5: T32, T52, T56, T63, T88, T92, T136, T138, T140, T145, T152, T154, T158, T170, T200, T279, T310, T311, T312 Unit 6: T48, T86, T92, T138, T142, T147	Use context clues to determine meanings of unknown words or phrases.	context clues meanings of words	reinforce
	LA.5.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.	Teacher's Edition: Unit 1: T58, T138, T168, T191, T202, T206, T216, T222, T294 Unit 2: T138 Unit 3: T82, T88, T113, T132, T136, T146, T152, T196 Unit 5: T6, T12, T56, T60, T70, T76, T172, T200, T204, T214, T220, T276, T280, T310, T311, T312 Unit 6: T56, T278, T280	Use Greek and Latin affixes and roots to determine meanings of words	G&L Roots meaning	

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Vocabulary	LA.5.V.1.c	c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.	Teacher's Edition: Unit 2: T58 Unit 5: T92, T130, T172, T196, T277, T279, T281 Unit 6: T24, T198	Determine meanings/pronunciations of words/phrases using classroom resources/materials.	meanings/pronunciation resources/materials	reinforce
		Context and Connotations				
	LA.5.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Teacher's Edition: Unit 1: T10, T168, T169, T170, T172 Unit 2: T94, T111, T115, T119, T123, T128, T129, T138, T147, T154, T160 Unit 3: T96, T126, T192 Unit 4: T29, T31, T35, T39, T46, T94, T128, T166, T170, T188, T198, T202, T207, T212, T214, T218, T220 Unit 5: T29, T30, T31, T32, T34, T36, T38, T43, T44, T50, T100, T117, T178 Unit 6: T56, T126, T174, T182, T184, T194, T198, T202, T206, T222	Understand author's use of figurative, connotative, and technical language in grade-level texts (literary and informational).	figurative, connotative, technical language	reinforce
	LA.5.V.2.a	a. Interpret figurative language, including similes and metaphors, in context.	Teacher's Edition: Unit 2: T94, T111, T115, T119, T123, T129, T138, T147, T154, T160 Unit 3: T96, T126, T192 Unit 4: T29, T31, T35, T39, T46, T94, T128, T166, T170, T188, T198, T202, T207, T212, T214, T218, T220 Unit 5: T50, T100, T117 Unit 6: T174, T182, T184, T194, T198, T206, T222	Understand author's use of figurative, connotative, and technical language in grade-level texts (literary and informational).	figurative, connotative, technical language	reinforce
	LA.5.V.2.b	b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.	Teacher's Edition: Unit 1: T33, T34, T39, T44, T117, T173 Unit 2: T35, T49, T113, T121, T131, T137, T192 Unit 3: T9, T11, T36, T39, T52, T74, T85, T113, T118, T123, T125, T167 Unit 4: T88, T90, T94, T113, T134, T143, T148, T150, T154, T156 Unit 5: T86, T92, T109, T112, T114, T128, T136, T145, T152, T158, T196 Unit 6: T9, T11, T33, T123, T171, T295	Understand author's use of figurative, connotative, and technical language in grade-level texts (literary and informational).	figurative, connotative, technical language	reinforce
	LA.5.V.2.c	c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Teacher's Edition: Unit 1: T6, T8, T12, T36, T58, T62, T67, T72, T74, T78, T202 Unit 2: T67, T147, T168, T174, T192, T206, T211, T216, T218, T222, T224 Unit 3: T52, T148 Unit 4: T58, T134 Unit 5: T52, T57, T72, T136, T137, T201 Unit 6: T34, T72, T78, T90, T138, T202, T211	Understand author's use of figurative, connotative, and technical language in grade-level texts (literary and informational).	figurative, connotative, technical language	reinforce
		Production of Writing				
	LA.5.W.1	*Create grammatically correct multi-paragraph compositions with varied sentence structures.*	Teacher's Edition: Unit 1: 63, 73, 79, 207, 238, 239, 251, 256, 257, 266 Unit 2: 143, 238, 239, 251, 256, 257, 266 Unit 3: 51, 57, 137, 195, 224, 226, 228, 232, 242, 246, 250 Unit 4: 15, 139, 197, 234-265 Unit 5: 55, 61, 199, 236-263 Unit 6: 15, 61, 91, 137, 143, 230-265	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce
	LA.5.W.1.a	a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.	Teacher's Edition: Unit 1: 42, 102, 245, 263 Unit 2: 270, 271, 279 Unit 3: 271 Unit 4: 269, 271, 275 Unit 5: 241, 257, 270, 271 Unit 6: 239, 243, 269	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce
	LA.5.W.1.b	b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.	Teacher's Edition: Unit 1: 273, 275 Unit 5: 269 Unit 6: 275, 313	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce
	LA.5.W.1.c	c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.	Teacher's Edition: Unit 1: 271 Unit 2: 245 Unit 3: 266, 267, 268, 269, 272, 273 Unit 4: 270, 271 Unit 6: 274-275	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.5.W.1.d	d. Distinguish between and use types of adjectives (e.g., comparative, superlative).	Teacher's Edition: Unit 5: 272, 273, 274, 275 Unit 6: 269	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce
	LA.5.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	Teacher's Edition: Unit 1: 274, 278-279 Unit 3: 271	Students compose a passage with correct grammar, sentences, and paragraphs.	grammatically correct, mult-paragraph, varied sentence structure	Reinforce
	LA.5.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Teacher's Edition: Unit 1: 232, 233, 242, 243, 244, 245, 248, 249, 250, 251, 260, 261, 262, 263 Unit 2: 230, 231, 232, 233, 242, 243, 244, 245, 248, 249, 250, 251, 260, 261, 262, 263 Unit 3: 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236, 237, 238, 239, 254, 255, 256, 257 Unit 4: 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 244, 245, 256, 257, 258, 259 Unit 5: 230, 231, 232, 233, 234, 235, 244, 246, 247, 248, 249, 250, 251, 263 Unit 6: 232, 233, 234, 235, 236, 237, 248, 249, 250, 251, 252, 253	Students will apply the writing process	recursive writing process, audience, purpose, discipline	Reinforce
	LA.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.	Teacher's Edition: Unit 1: 232, 233, 242, 243, 244, 245, 248, 249, 250, 251, 260, 261, 262, 263 Unit 2: 230, 231, 232, 233, 242, 243, 244, 245, 248, 249, 250, 251, 260, 261, 262, 263 Unit 3: 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 236, 237, 238, 239, 254, 255, 256, 257 Unit 4: 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 244, 245, 256, 257, 258, 259 Unit 5: 230, 231, 232, 233, 234, 235, 244, 246, 247, 248, 249, 250, 251, 263 Unit 6: 232, 233, 234, 235, 236, 237, 248, 249, 250, 251, 252, 253	Students will use prewriting activities	plan, organize, draft	reinforce
	LA.5.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Teacher's Edition: Unit 1: 63, 73, 79, 207, 238, 239, 251, 256, 257, 266 Unit 2: 143, 238, 239, 251, 256, 257, 266 Unit 3: 51, 57, 137, 195, 224, 226, 228, 232, 242, 246, 250 Unit 4: 15, 139, 197, 234-265 Unit 5: 55, 61, 199, 236-263 Unit 6: 15, 61, 91, 137, 143, 230-265	Students will write stories of various lengths and complexity.	sustain, engagement, length, complexity	reinforce
	LA.5.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	Teacher's Edition: Unit 1: 246, 247, 248, 260, 262, 264, 265, 268 Unit 2: 246, 247, 248, 260, 262, 264, 265, 268 Unit 3: 240, 241, 258, 259, 260, 261, 262, 263 Unit 4: 242, 243, 260, 261 Unit 5: 236, 237, 240, 241, 252, 253, 256, 257, 261 Unit 6: 238, 239, 242, 243, 264, 265, 268, 269	Student will use outside feedback to revise writing.	clarify, content, structure, organization, revising, feedback, peers	reinforce
	LA.5.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	Teacher's Edition: Unit 1: 265, 271, 274, 275, 276, 277, 282, 283, 284, 285, 286, 287, 288, 289 Unit 2: 247, 265, 271, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289 Unit 3: 240, 241, 258, 259, 271, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283 Unit 4: 269, 271, 273, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285 Unit 5: 241, 267, 269, 270, 271 Unit 6: 243, 275	Student will use outside feedback to edit writing.	proofreading, feedback,	reinforce
	LA.5.W.2.e	e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).	Teacher's Edition: Unit 1: 244, 262, 313 Unit 2: 244, 262 Unit 3: 238, 256 Unit 4: 240, 258 Unit 5: 234, 250 Unit 6: 236, 252	Students will use a variety of texts.	multiple formats	reinforce
	LA.5.W.2.f	f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Teacher's Edition: Unit 1: T294, T295, T310 Unit 2: T262, T266, T268, T294, T295, T310, T312 Unit 3: T102, T236, T289, T304, T306 Unit 4: T184, T228, T258, T286, T291 Unit 5: T186, T230, T232, T236, T242, T258, T260, T262, T291, T306 Unit 6: T26, T106, T244, T252, T260, T293, T308	Students will use a variety of texts.	multiple formats	reinforce
		Modes of Writing				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.5.W.3	*Write creative and/or expressive pieces that describe a well-developed event or experience.*	Teacher's Edition: Unit 2: 143 Unit 4: 63, 155 Unit 5: 244-265 Unit 6: 230-267	Students will write a creative or personal narrative.	creative, expressive	reinforce
	LA.5.W.3.a	a. Establish a situation and introduce a narrator and/or characters.	Teacher's Edition: Unit 5: T228, T234, T244, T246, T248, T258, T264, T266 Unit 6: T234, T236, T250, T262, T264, T266, T288	Students will write a creative or personal narrative.	creative, expressive	reinforce
	LA.5.W.3.b	b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.	Teacher's Edition: Unit 1: T313 Unit 2: T313 Unit 5: T50, T250, T252, T260 Unit 6: T246, T248, T254, T252, T254, T256, T260, T262, T266, T267, T289	Students will write a creative or personal narrative.	creative, expressive	reinforce
	LA.5.W.3.c	c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.	Teacher's Edition: Unit 5: T242, T244, T248, T250, T252, T256, T258, T265, T286 Unit 6: T263, T267, T268	Students will write a creative or personal narrative.	creative, expressive	reinforce
	LA.5.W.3.d	d. Provide a conclusion related to the creative or expressive event or experience.	Teacher's Edition: Unit 5: T236, T248, T250, T252, T254, T258, T261, T286, T309 Unit 6: T252, T254, T262, T264, T266, T311	Students will write a creative or personal narrative.	creative, expressive	reinforce
	LA.5.W.4	*Write opinion pieces that explain a perspective with supporting reasons and evidence.*	Teacher's Edition: Unit 1: 63, 230-269 Unit 2: 79 Unit 3: 224-263 Unit 4: 79 Unit 5: 205, 221	Students will write opinion with support and evidence.	opinion, perspective, supporting reasons, evidence	reinforce
	LA.5.W.4.a	*a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.*	Teacher's Edition: Unit 1: T232, T238, T240, T242, T250, T256, T260, T262, T266, T290 Unit 2: T260 Unit 3: T226, T236, T238, T250, T254, T256, T260, T262 Unit 4: T108, T256 Unit 5: T182, T192 Unit 6: T288	Students will write opinion with support and evidence.	opinion, perspective, supporting reasons, evidence	reinforce
	LA.5.W.4.b	b. Use facts and details to support reasons and/or evidence.	Teacher's Edition: Unit 1: T244, T248, T256, T260, T262, T290 Unit 2: T248, T256 Unit 3: T224, T226, T236, T238, T242, T244, T250, T254, T256, T258 Unit 4: T244, T246, T252 Unit 5: T182, T192	Students will write opinion with support and evidence.	opinion, perspective, supporting reasons, evidence	reinforce
	LA.5.W.4.c	c. Use words, phrases, and key vocabulary to connect ideas.	Teacher's Edition: Unit 1: T235, T238, T247, T277, T291 Unit 2: T18, T69 Unit 3: T263, T308 Unit 6: T268	Students will write opinion with support and evidence.	opinion, perspective, supporting reasons, evidence	reinforce
	LA.5.W.4.d	d. Provide a concluding statement or section related to the perspective.	Teacher's Edition: Unit 1: T244 Unit 2: T264, T294 Unit 3: T242, T244, T258 Unit 4: T260	Students will write opinion with support and evidence.	opinion, perspective, supporting reasons, evidence	reinforce
	LA.5.W.5	*Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.*	Teacher's Edition: Unit 1: 46, 47, 57, 143, 194, 195 Unit 2: 63, 230-269 Unit 3: 57, 137, 195 Unit 4: 226-265, 297 Unit 5: 55, 61 Unit 6: 55, 137, 143	Students will explain a topic or text in an informationlal writing piece.	informative, explanatory	reinforce
	LA.5.W.5.a	a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	Teacher's Edition: Unit 2: T232, T234, T236, T240, T242, T256, T260, T268 Unit 4: T226, T234, T236, T238, T244, T248, T252, T296 Unit 6: T201	Students will explain a topic or text in an informationlal writing piece.	informative, explanatory	reinforce
	LA.5.W.5.b	b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.	Teacher's Edition: Unit 2: T242, T244, T266 Unit 3: T236 Unit 4: T238, T240, T244, T246, T296 Unit 5: T234, T236	Students will explain a topic or text in an informationlal writing piece.	informative, explanatory	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.5.W.5.c	c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.	Teacher's Edition: Unit 2: T238, T241, T246, T248, T252, T259, T262, T290 Unit 3: T240 Unit 4: T230, T234, T242, T248, T258, T264	Students will explain a topic or text in an informationlal writing piece.	informative, explanatory	reinforce
	LA.5.W.5.d	d. Provide a concluding statement or section related to the information or explanation(s).	Teacher's Edition: Unit 1: T244 Unit 2: T264, T294 Unit 3: T242, T244, T256 Unit 4: T260	Students will explain a topic or text in an informationlal writing piece.	informative, explanatory	reinforce
	LA.5.W.6	*Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.*	Teacher's Edition: Unit 1: 26, 27, 108, 109, 188, 189, 221, 295 Unit 2: 26, 27, 108, 109, 160, 188, 189, 295 Unit 3: 26, 27, 102, 103, 151, 182, 183, 215, 289 Unit 4: 26, 27, 77, 108, 109, 184, 185, 228, 229, 234, 291 Unit 5: 26, 27, 106, 107, 155, 186, 187, 232, 233, 290, 291 Unit 6: 26, 27, 106, 107, 293	Students will summarize about literary and inforamtional text.	relevant, literary, informational, text sources	Reinforce
	LA.5.W.6.a	a. Paraphrase information and evidence to support ideas while avoiding plagiarism.	Teacher's Edition: Unit 1: 26, 27, 108, 109, 188, 189, 295, 311 Unit 2: 26, 27, 109, 267, 295 Unit 3: 26, 27, 102, 103, 131, 183, 289 Unit 4: 26, 27, 108, 109, 184, 185, 228 Unit 5: 26, 27, 107, 186, 187, 232, 307 Unit 6: 26, 27, 106, 107, 188, 189, 293, 309	Students will summarize about literary and inforamtional text.	paraphrase, plagiarism	Reinforce
	LA.5.W.6.b	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	Teacher's Edition: Unit 1: 26, 27, 108, 109, 188, 189, 221, 295 Unit 2: 26, 27, 108, 109, 160, 188, 189, 295 Unit 3: 26, 27, 74, 102, 103, 151, 182, 183, 215, 289 Unit 4: 26, 27, 77, 108, 109, 153, 155, 156, 184, 185, 228, 229, 234, 291 Unit 5: 26, 27, 69, 75, 106, 107, 155, 186, 187, 219, 232, 233, 234, 291 Unit 6: 26, 27, 106, 107, 293	Students will summarize about literary and inforamtional text.	credibility, bias,	Reinforce
	LA.5.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.	Teacher's Edition: Unit 1: 26, 27, 108, 109, 188, 189, 295, 311 Unit 2: 26, 27, 109, 267, 295 Unit 3: 26, 27, 102, 103, 131, 183, 289 Unit 4: 26, 27, 108, 109, 184, 185, 228 Unit 5: 26, 27, 107, 186, 187, 232, 307 Unit 6: 26, 27, 106, 107, 188, 189, 293, 309	Students will summarize about literary and inforamtional text.		Reinforce
	LA.5.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	Teacher's Edition: Unit 1: 26, 27, 108, 109, 188, 189, 295, 311 Unit 2: 26, 27, 109, 267, 295 Unit 3: 26, 27, 102, 103, 131, 183, 289 Unit 4: 26, 27, 108, 109, 184, 185, 228 Unit 5: 26, 27, 107, 186, 187, 232, 301, 307 Unit 6: 26, 27, 106, 107, 188, 189, 293, 309	Students will summarize about literary and inforamtional text.	academic integrity, overrliance	Reinforce
	LA.5.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Teacher's Edition: Safe and ethical online behaviors are not specifically addressed, however reading digitally can be found on the following pages: Unit 1: 294-295 Unit 2: 294-295 Unit 3: 288-289 Unit 4: 290-291 Unit 5: 290-291 Unit 6: 292-293	Students will summarize about literary and inforamtional text.	ethical, diverse perspectives	Reinforce
		Comprehension and Collaboration				
	LA.5.SL.1	*Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.*	Teacher's Edition: Unit 1: T26, T52, T108, T188, T244, T306 Unit 2: T18, T22, T26, T46, T52, T56, T73, T244, T306 Unit 3: T14, T18, T26, T42, T92, T102, T120, T182, T300 Unit 4: T16, T18, T46, T57, T122, T190, T240, T254, T291, T294, T297, T300, T302, T304, T306, T308 Unit 5: T4, T14, T22, T26, T54, T94, T135, T174, T176, T178, T186, T192, T197, T254, T256, T303 Unit 6: T54, T55, T136, T137, T200, T201, T302, T304, T305	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goal**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Speaking and Listening	LA.5.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Teacher's Edition: Unit 1: T57, T86, T137, T166, T188, T308, T309, T313 Unit 2: T4, T86, T132, T166, T188, T246, T290, T308, T313 Unit 3: T4, T80, T160, T182, T240, T258, T284, T300, T302, T303, T307 Unit 4: T4, T8, T57, T242, T260, T291, T305, T309 Unit 5: T4, T14, T26, T150, T164, T166, T168, T174, T186, T238, T254, T290, T302, T303, T305, T308, T309, T312 Unit 6: T240, T244, T256, T306, T310, T311	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce
	LA.5.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Teacher's Edition: Unit 1: 4, 86, 166, 168, 309, 313 Unit 2: 4, 86, 166, 168, 306, 309, 313 Unit 3: 4, 80, 160, 162, 300, 304 Unit 4: 4, 86, 162, 164, 302, 306 Unit 5: 4, 84, 164, 166, 302, 306 Unit 6: 4, 84, 166	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce
	LA.5.SL.1.c	c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Teacher's Edition: Unit 1: 4, 86, 166, 168, 309, 313 Unit 2: 4, 86, 166, 168, 306, 309, 313 Unit 3: 4, 80, 160, 162, 300, 304 Unit 4: 4, 86, 162, 164, 302, 306 Unit 5: 4, 84, 164, 166, 302, 306 Unit 6: 4, 84, 166	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce
	LA.5.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).	Teacher's Edition: Unit 1: 4, 86, 166 Unit 2: 4, 86, 166, 306, 309 Unit 3: 4, 80, 160, 300, 304 Unit 4: 4, 86, 162, 302, 306 Unit 5: 4, 84, 164, 302, 306 Unit 6: 4, 84, 166, 307	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce
	LA.5.SL.1.e	e. Complete a task following multi-step directions.	Teacher's Edition: Unit 1: T57, T137, T143, T153, T159 Unit 2: T129, T137, T188-189, T207, T217, T223 Unit 4: T139, T149, T155 Unit 6: T143, T153, T159	Students will engage in critical conversations regarding their reading.	Relevant, prepare, participate.	Reinforce
		Presentation of Knowledge and Ideas				
	LA.5.SL.2	*Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.*	Teacher's Edition: Unit 1: T137, T188, T201, T308, T310, T312 Unit 2: T137, T188, T201, T290, T308, T310, T312 Unit 3: T51, T131, T182, T195, T284, T302, T304, T306 Unit 4: T108, T133, T304, T306, T308 Unit 5: T55, T286, T300, T304, T306, T308 Unit 6: T55, T137, T260, T306, T308, T310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce
	LA.5.SL.2.a	a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.	Teacher's Edition: Unit 1: 296, 297, 308, 309, 310, 311, 312, 313 Unit 2: 296, 297, 309, 311, 313 Unit 3: 290, 291, 302, 304, 305, 306 Unit 4: 292, 293, 304, 307, 308, 309 Unit 5: 292, 293, 304, 306, 307, 308 Unit 6: 294, 295, 306, 308, 309, 310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce
	LA.5.SL.2.b	b. Convey a perspective with clear reasoning and support.	Teacher's Edition: Unit 1: 296, 297, 308, 309, 310, 311, 312, 313 Unit 2: 296, 297, 309, 311, 313 Unit 3: 290, 291, 302, 304, 305, 306 Unit 4: 292, 293, 304, 307, 308, 309 Unit 5: 292, 293, 304, 306, 307, 308 Unit 6: 294, 295, 306, 308, 309, 310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce
	LA.5.SL.2.c	c. Identify the purpose and credibility of information being presented.	Teacher's Edition: Unit 1: 296, 297, 308, 309, 310, 311, 312, 313 Unit 2: 296, 297, 309, 311, 313 Unit 3: 290, 291, 302, 304, 305, 306 Unit 4: 292, 293, 304, 307, 308, 309 Unit 5: 292, 293, 304, 306, 307, 308 Unit 6: 294, 295, 306, 308, 309, 310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce
	LA.5.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Teacher's Edition: Unit 1: 296, 297, 308, 309, 310, 311, 312, 313 Unit 2: 296, 297, 309, 311, 313 Unit 3: 290, 291, 302, 304, 305, 306 Unit 4: 292, 293, 304, 307, 308, 309 Unit 5: 292, 293, 304, 306, 307, 308 Unit 6: 294, 295, 306, 308, 309, 310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce
	LA.5.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Teacher's Edition: Unit 1: T137, T310, T312 Unit 2: T108, T122, T137, T310, T312 Unit 3: T51, T102, T131, T304, T306 Unit 4: T26, T304, T306, T308 Unit 5: T55, T186, T306, T308 Unit 6: T106, T308, T310	Students will present information to the class that demonstrates understanding of their reading.	sequence ideas, appropriate facts	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Unit 1 Week 1 and 2	Week 1-2	We can use primary and secondary sources to read dn understand narrative nonfiction. We can read and understand narrative nonfiction by identifying the cause and effect text structure. We can identify the author's perspective to help us read and understand an autobiography.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing
Unit 1 Week 3 and 4	Week 3-4	We can use the plot to read and understand realistic fiction. We will read and understand realistic fiction by identifying the setting, events, and conflict. We can identify text structure to help us read and understand a personal narrative.		
Unit 1 Week 5	Week 5	We can use headings and graphs to read and understand the argumentative text. We can read and understand argumentative text by identifying the author's claim. We can identify the author's purpose to help us read and understand a text.		
Unit 1 Week 6	Week 6	Extend, Connect, and Assess		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 2 Week 1 and 2	Week 1-2	We can use these headings and timelines to read and understand expository text. We can read and understand an expository text by identifying the problem and solution. We can identify print and graphic features to help us read and understand an expository text.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing
Unit 2 Week 3-4	Week 3-4	We can make predictions to understand folktales. We can identify and analyze the setting to understand folktales. We can identify a sequence text structure to help us read and understand expository text.		
Unit 2 Week 5	Week 5	We can identify repetition and rhyme in poetry. We can identify the characteristics of a narrative and a free verse poem to understand poetry. We can read and understand poetry by analyzing the theme. We can identify form and line breaks to help us read and understand poetry.		
Unit 2 Week 6	Week 6	Extend, Connect, and Assess		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 3 Week 1 and 2	Week 1-2	We can summarize to understand realistic fiction. We can analyze character and plot development in realistic fiction. We can read and understand realistic fiction by identifying the theme. We can identify author's purpose to help us read and understand expository text.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing

Unit 3 Week 3 and 4	Week 3-4	We can ask and answer questions to understand expository text. We can use photographs, captions, and text structure to understand expository text. We can read and understand expository text by identifying the central idea and relevant details. We can identify literal and figurative language to help us read and understand expository text.		
Unit 3 Week 5	Week 5	We can summarize to understand argumentative text. We can identify the text structure used by the author to read and understand the argumentative text. We can read and understand argumentative text by identifying the author's claim. We can identify figurative language to help us read and understand expository text.		
Unit 3 Week 6	Week 6	Extend, Connect, and Assess		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 4 Week 1 and 2	Week 1-2	We can summarize to understand a biography. We can use photographs and captions to read and understand a biography. We can read and understand a biography by identifying the author's perspective. We can identify chronology to help us understand expository text.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing
Unit 4 Week 3 and 4	Week 3-4	We can visualize to understand a mystery play. We can use structural elements to read and understand a mystery play. We can read and understand a mystery by identifying the character's perspective. We can identify figurative language to help us read and understand a legend.		
Unit 4 Week 5	Week 5	We can identify stanzas and meter to read and understand poetry. We can identify lyric and free verse forms of poetry. We can read and understand poetry by identifying the theme. We can identify poetic elements like imagery to help us read and understand poetry.		
Unit 4 Week 6	Week 6	Extend, Connect, and Assess		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 5 Week 1 and 2	Week 1-2	We can ask and answer questions to understand expository text. We can use diagrams to read and understand expository text. We can read and understand expository text by identifying the central idea and relevant details. We can identify imagery to help us read and understand fables.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing

Unit 5 Week 3 and 4	Week 3-4	We can make, confirm, and revise predictions to understand historical fiction. We can use characterization to read and understand historical fiction. We can read and understand historical fiction by identifying the story's conflict. We can identify text structure (compare and constrast) to help us read and understand expository text.		
Unit 5 Week 5	Week 5	We can ask and answer questions to understand argumentative text. We can use charts and headings to read and understand argumentative text. We can read and understand argumentative text by identifying authors' perspectives. We can identify puns to help us read and understand expository text.		
Unit 5 Week 6	Week 6	Extend, Connect, and Assess		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Supporting Wonders Materials**	**Assessment**
Unit 6 Week 1 and 2	Week 1-2	We can summarize to understand historical fiction. We can identify and analyze flashbacks to understand historical fiction. We can read and understand historical fiction by identifying the theme. We can identify print and graphic features to help us read and understand expository text.	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view?usp=sharing
Unit 6 Week 3 and 4	Week 3-4	We can ask and answer questions to understand expository text. We can use maps to read and understand expository text. We can read and understand expository text by identifying a cause and effect text structure. We can identify character perspectives to help us read and understand a Pourquoi story.		
Unit 6 Week 5	Week 5	We can identify assonance and consonance to understand poetry. We can identify lyric and narrative forms of poetry. We can read and understand poetry by identifying the point of view and the speaker's perspective. We can identify imagery to help us read and understand poetry.		
Unit 6 Week 6	Week 6	Extend, Connect, and Assess		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
UNIT 1 - Text Set 1:	Week 1	**Phon/Spell**: TSW spell words with Short Vowels **Grammar**: TSW identify different types of Sentences; TSW Punctuate Sentences **Writing Application**: TSW will identify 3 types of writing (Step Up: E2 Introduction to Writing)	**Phonics/Spelling/Grammar**	
	Week 2	**Phon/Spell**: TSW spell words with Long Vowels, **Grammar**: TSW identify Subjects and Predicates; TSW use Commas **Writing Application**: TSW identify the steps of the writing process (Step Up: E2 The Writing Process	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view	https://drive.google.com/file/d/1zC57pi3NPKy4JpRxj7PinsFgRek6pD9b/view
UNIT 1 - Text Set 2	Week 3	**Phon/Spell**: TSW spell Words with /ū/, /ů/, and /ü **Grammar**: TSW identify Compound Sentences; TSW Punctuate Compound Sentences correctly **Writing Application**: TSW tell a story through Narrative Writing. (Step Up: E6 Narrative Writing)	**Writing Application** Materials, Rubrics/Checklists taken/modified/created using from **Step Up to Writing** materials	
	Week 4	**Phon/Spell**: TSW spell words with r-controlled Vowels /är/, /âr/, /ôr/ **Grammar**: TSW identify Complex Sentences; TSW use Commas correctly **Writing Application**: TSW tell a story through Narrative Writing. (Step Up: E6 Narrative Writing)		
UNIT 1 - Text Set 3	Week 5	**Phon/Spell**: TSW spell words with r-controlled Vowel /ûr/ **Grammar**: TSW identify and correct Run-on Sentences **Writing Application**: TSW tell a story through Narrative Writing. (Step Up: E6 Narrative Writing)		
	Week 6	Extend, Connect, Assess		
UNIT 2 - Text Set 1	Week 1	**Phon/Spell**: TSW spell words with Variant Vowel /ô/; Diphthongs /oi/, /ou/ **Grammar**: TSW identify different Kinds of Nouns; TSW Capitalize Proper Nouns **Writing Application**: TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.		
	Week 2	**Phon/Spell:** TSW spell words using knowledge of Plurals **Grammar**: TSW identify Singular and Plural Nouns; TSW Form Plural Nouns correctly **Writing Application**: TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.		
UNIT 2 - Text Set 2	Week 3	**Phon/Spell**: TSW spell words with Inflectional Endings **Grammar**: TSW will identify Plural Nouns; TSW Use Plural Forms and Appositives correctly **Writing Application**: TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.		
	Week 4	**Phon/Spell:** TSW spell words with Plural Nouns; Plural Forms and Appositives **Grammar**: Identify Possessive Nouns; TSW will Add -s or -'s to possessive nouns correctly **Writing Application**: TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.		
UNIT 2 - Text Set 3	Week 5	**Phon/Spell**: TSW spell words with Closed Syllables **Grammar**: TSW will identify Prepositional Phrases; TSW Punctuate Titles and Letters correctly **Writing Application**: TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.		
	Week 6	Extend, Connect, Assess		
UNIT 3 - Text Set 1	Week 1	**Phon/Spell**: TSW spell words with Open Syllables **Grammar**: Identify Action Verbs; Use correct Subject-Verb Agreement **Writing Application**: TSW write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.		
	Week 2	**Phon/Spell:** TSW spell words with Open Syllables (V/V) **Grammar:** Identify different Verb Tenses; Avoid Shifting Verb Tenses **Writing Application**: TSW write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
UNIT 3 - Text Set 2	Week 3	**Phon/Spell**: TSW spell words with Vowel Team Syllables **Grammar**: TSW will identify Main and Helping Verbs; TSW recognize Special Helping Verbs; Contractions; Troublesome Words **Writing Application**: TSW write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.		
	Week 4	**Phon/Spell:** TSW spell words with Consonant + le Syllables **Grammar**: TSW identify Linking Verbs; TSW Punctuate Titles and Product Names **Writing Application**: TSW write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.		
UNIT 3 - Text Set 3	Week 5	**Phon/Spell**: TSW will spell words with r-controlled Vowel Syllables **Grammar**: TSW use the past tense of Irregular Verbs correctly; Apply an understanding of Correct Verb Usage **Writing Application:** TSW write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.		
	Week 6	Extend, Connect, Assess		
UNIT 4 - Text Set 1	Week 1	**Phon/Spell**: TSW spell Words with Final /əl/ and /ən/ **Grammar**: TSW identify Pronouns and Antecedents; TSW use correct Pronoun-Antecedent Agreement **Writing Application**: TSW Write informative/ explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.		
	Week 2	**Phon/Spell**: TSW spell words with Prefixes **Grammar**: TSW identify different Kinds of Pronouns; TSW use Quotation Marks in Dialogue **Writing Application**: TSW Write informative/ explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.		
UNIT 4 - Text Set 2	Week 3	**Phon/Spell**: TSW will spell Homographs **Grammar**: TSW use Pronoun-Verb Agreement; TSW use Abbreviations correctly **Writing Application:** TSW Write informative/ explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.		
	Week 4	**Phon/Spell**: TSW will spell Words with /chər/ and /zhər/ **Grammar**: TSW identify Possessive Pronouns; TSW use Apostrophes, Possessives, and Reflexive Pronouns correctly **Writing Application:** TSW Write informative/ explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.		
UNIT 4 - Text Set 3	Week 5	**Phon/Spell**: TSW spell words with Suffixes -ance and -ence **Grammar**: TSW identify Pronouns and Homophones; TSW Punctuate Poetry correctly **Writing Application:** TSW Write informative/ explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.		
	Week 6	Extend, Connect, Assess		
UNIT 5 - Text Set 1	Week 1	**Phon/Spell**: TSW spell words with suffixes **Grammar**: TSW identify independent and dependent clauses; TSW use appositives correctly **Writing Application**: TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.		
	Week 2	**Phon/Spell**: TSW spell Homophones **Grammar**: TSW will identify Complex Sentences; TSW will us commas correctly with clauses **Writing Application**: TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.		

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
UNIT 5 - Text Set 2	Week 3	**Phon/Spell**: TSW spell words with Prefixes **Grammar**: TSW explain the function of Adjectives; TSW use correct Capitalization and Punctuation **Writing Application**: TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.		
	Week 4	**Phon/Spell**: TSW spell words with Suffixes -less and -ness **Grammar**: TSW identify Adjectives That Compare; TSW will Use More and Most correctly with adjectives **Writing Application**: TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.		
UNIT 5 - Text Set 3	Week 5	**Phon/Spell**: Spell words with the Suffix -ion **Grammar**: TSW Use Good and Bad to make comparisions; TSW use Irregular Comparative Forms correctly **Writing Application**: TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.		
	Week 6	Extend, Connect, Assess		
UNIT 6 - Text Set 1	Week 1	**Phon/Spell**: TSW spell Words with Greek Roots **Grammar**: TSW Identify Adverbs; TSW use Capitalization and Abbreviations in Letters and Formal E-mails **Writing Application**: TSW Write informative/ explanatory pieces (Biography project) to examine a topic or text and clearly convey ideas and information.		
	Week 2	**Phon/Spell**: TSW spell Words with Latin Roots **Grammar**: TSW use Adverbs That Compare; TSW will use good, well; more, most; -er, -est **Writing Application**: TSW Write informative/ explanatory pieces (Biography project) to examine a topic or text and clearly convey ideas and information.		
UNIT 6 - Text Set 2	Week 3	**Phon/Spell:** TSW spell Words from Mythology **Grammar**: TSW Identify Negative words and phrases; TSW Correct Double Negatives **Writing Application**: TSW Write informative/ explanatory pieces (Biography project) to examine a topic or text and clearly convey ideas and information.		
	Week 4	**Phon/Spell**: TSW will spell words with Number Prefixes uni-, bi-, tri-, cent- **Grammar**: TSW combine Sentences correctly; TSW use Commas and Colons correctly **Writing Application**: TSW Write creative and/or expressive pieces (Figurative Language Poetry) that describe a well-developed event or experience.		
UNIT 6 - Text Set 3	Week 5	**Phon/Spell**: Suffixes -ible, -able **Grammar**: TSW identify Prepositional Phrases; TSW use Pronouns correctly in Prepositional Phrases **Writing Application**: TSW Write creative and/or expressive pieces (Figurative Language Poetry) that describe a well-developed event or experience.		
Unit/GENRE/THEME	Pacing	Learning Goals	Supporting STEP UP to Writing	Assessment
Creative Expressive (Personal Narrative)	September	TSW Write creative and/or expressive pieces that describe a well-developed event or experience.	Step Up: E6	Published Personal narrative, checklist for self/peer/teacher check
Creative Narrative (Mystery)	October	TSW Write creative and/or expressive pieces (Mystery) that describe a well-developed event or experience.	Step Up: E6	Published Mystery checklist for self/peer/teacher check
Creative Expressive (Poetry) Flanders Field	November	TSW Write creative and/or expressive pieces (Poetry) that describe a well-developed event or ex	Step Up: E-10-15	Published poetry checklist for self/peer/teacher check
Opinion Piece (Persuasive Essay)	November/ December	*TSW Write opinion pieces (persuasive essay) that explain a perspective with supporting reasons and evidence.*	Step Up: E5	Published Essay. checklist for self/peer/teacher check

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Wonders Materials	Assessment
Informative/explanatory (Revolutionary War Reports)	January/ February	*TSW Write informative/explanatory (Revolutionary War Reports) pieces to examine a topic or text and clearly convey ideas and information.*	Step Up: E7	Published Report with checklist for self/peer/teacher check for notes/summary/presentation
Informative/explanatory (Response to Literature/Book Reports)	March	*TSW Locate and summarize relevant information and evidence from literary (Response to Literature/Book Reports) and informational text sources to answer questions about a topic.*	Step Up: E4	Published reportchecklist for self/peer/teacher check
Informative/Explanatory (Biography - Mother's Day)	April	*TSW Write informative/ explanatory pieces (Biography project) to examine a topic or text and clearly convey ideas and information.*	Step Up: E4	Mother's Day Biography checklist for self/peer/teacher check for conent/presentation
Creative Expressive (Figurative Language Poetry)	April/May	TSW Write creative and/or expressive pieces (Figurative Language Poetry) that describe a well-developed event or experience.	Step Up: E-10-15	Figurative Language poster checklist for self/peer/teacher check for poster, poetry, presentation

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry		**Central Ideas and Details**				
	LA.6.RP.1	Determine the implied or explicit theme of a literary text and how it develops over the course of a text.	TE: 51, 116–118, 120, 143, 145, 148, 152, 156, 183, 184, 319, 321, 323, 348,355, 479, 481–496, 497, 498, 508, 525, 528, 533, 542, 543, 545	Determine implied theme of text as it develops during text	determine, theme, develops	Reinforce
	LA.6.RP.2	Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.	TE: 124, 127, 130, 131, 134–135, 139, 141–43, 146–147, 152, 156, 157, 179,181–188, 190, 235, 238, 246, 248, 391, 394–398, 481–496, 497, 499, 518, 520–526, 528, 535–542, 544	Explain plot develops and how the characters respond to reach a resolution.	plot development, character reactions, resolution	Reinforce
		Author's Craft				
	LA.6.RP.3	Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	TE: 5–12, 33–38, 40, 41, 48, 50, 60, 195, 197, 307, 310, 314, 319, 322, 324,391, 518,523	Explain author's narrator point of view	point of view, narrator/speaker view	reinforce
	LA.6.RP.4	Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).	TE: 14, 117–120, 150–151, 323, 400, 40, 424, 427–432, 434, 535–542	Analyze sequence of events to identify theme, setting, and plot	analyze, sequence of events, theme, setting, plot	reinforce
		Knowledge and Ideas				
	LA.6.RP.5	Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	TE: 158–159, 252, 351, 354, 407, 422–434, 448, 548–549	Compare and contrast texts of same genre to identify theme and topics	compare, contrast, genres, themes, topics	reinforce
	LA.6.RP.6	Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	TE: 48–50, 54, 117–118, 120, 126–132, 133, 141–154, 189, 190, 199, 200, 235,237–246, 248, 324, 351, 352, 393–398, 400, 443–444, 544	Analyze text to answer/develop questions to better understand the text through use of text evidence and make connections to self	analyze, literary text,	reinforce
	LA.6.RP.7	Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	TE: 56, 407, 448, 543	Compare and contrast texts with different regional, naitonal, and/or multicultural perspectives	compare, contrast, regional, national, multicutural perspectives	introduce
		Range of Reading and Level of Text Complexity				
	LA.6.RP.8	Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	TE: 35–38, 48–56, 117–118, 126–132, 141–154, 160–161, 181–188, 197–198,237–246, 309–312, 321–322, 346–347, 349–350, 393–398, 411–416, 439–442,481–496, 506–508, 510, 520–526, 535–542	Read and comprehend wide range of levels of text complexity with layers as needed	read, comprehend, literary text, scaffolding (levels of learning)	introduce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text		**Central Ideas and Details**				
	LA.6.RI.1	Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.	TE: 14, 26, 28, 212, 229, 256, 260, 262, 263, 269, 273, 277, 281, 282, 283, 329,332–336, 467, 471	Determine the central idea of a text and explain how the details support the idea	determine, central idea, informational text, supporting details	reinforce
	LA.6.RI.2	Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.	TE: 5, 24, 28, 64, 71, 74, 411–416, 418	Explain how individuals, events, or ideas develop through the use of text evidence in informational text.	supporting details, text evidence,informational text	introduce
		Author's Craft				
	LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.	TE: 22, 24, 28, 58–66, 68–72, 99–108, 110, 412–416, 419, 469–472	Explain how shows author's purpose in an informational text	author's purpose, informational text, explain	reinforce
	LA.6.RI.4	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	TE: 5–12, 110, 205–206, 211, 212, 226, 227–228, 230, 256, 259, 261, 264, 267,268, 276, 280, 329, 334–335, 337, 38–339, 413, 417, 471–472, 473–474	Analyze how specific sentences, paragraphs, chapters, or sections support the text features of a text.	text features, text structure,	introduce
		Knowledge and Ideas				
	LA.6.RI.5	Compare and contrast one author's presentation of information with that of another.	TE: 78, 252, 254–268, 286–287, 407, 448	Compare and contrast two or more author's information	compare, contrast, multiple author's	introduce
	LA.6.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	TE: 58–66, 67–72, 358–361, 362, 363–365, 366, 370	Analyze a persuasive text and identify the support for the argument	analyze, persuade, evidence	introduce
	LA.6.RI.7	Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.	TE: 110	Compare and contrast texts with various regional, national, and/or mulitcultural perspectives	compare, contrast, regional, national, multicultural	introduce
		Range of Reading and Level of Text Complexity				
	LA.6.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	TE: 5–12, 58–66, 68–72, 99–108, 160–161, 205–209, 224–228, 258–266, 275–280, 321–336, 411–416, 469–472	Read and comprehend wide range of levels of text complexity with layers as needed for informational text	read, understand, informational text	introduce
		Acquisition and Use				

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.6.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	TE: 20, 21, 24, 30, 36, 62–66, 68–72, 76, 103–104, 106–107, 127–129, 131,181, 183, 188, 204, 206, 208, 210, 212, 222–223, 225,227, 230, 232,236, 239,250, 259, 260, 263, 266, 275–280, 309–312, 321, 331–336, 360–361, 363–364,393–398, 416, 420, 439–442, 446, 469–472, 476, 483–484, 487, 490, 492, 521–522, 524, 536, 540–542, 546	Identify and implement grade level vocabulary for variety of tasks	identify, vocabulary,	introduce
	LA.6.V.1.a	a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	TE: 20, 21, 24, 30, 36, 62–66, 68–72, 76, 103–104, 106–107, 127–129, 131,181, 183, 188, 204, 206, 208, 210, 212, 222–223, 225,227, 230, 232,236, 239,250, 259, 260, 263, 266, 275–280, 309–312, 321, 331–336, 360–361, 363–364,393–398, 416, 420, 439–442, 446, 469–472, 476, 483–484, 487, 490, 492, 521–522, 524, 536, 540–542, 546	Identify and implement grade level vocabulary for variety of tasks	identify, vocabulary,	introduce
	LA.6.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	TE: 42, 112, 316, 326, 340	Identify and implement grade level vocabulary for variety of tasks	identify, vocabulary,	introduce
	LA.6.V.1.c	c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	TE: 2, 42, 136, 176, 284, 402, 500	Identify and implement grade level vocabulary for variety of tasks	identify, vocabulary,	introduce
		Context and Connotations				
	LA.6.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*		Understand the way author's use words within the literary and informational texts	figurative language, connotations, technical language	introduce
	LA.6.V.2.a	a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	TE: 35–38, 40, 46-50, 54, 55, 119, 120, 156, 224, 409, 415–416, 505–507,510-512	Understand the way author's use words within the literary and informational texts	figurative language, connotations, technical language	introduce
	LA.6.V.2.b	b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	TE: 113, 382	Understand the way author's use words within the literary and informational texts	figurative language, connotations, technical language	introduce
	LA.6.V.2.c	c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).	TE: 30	Understand the way author's use words within the literary and informational texts	figurative language, connotations, technical language	introduce
		Production of Writing				
	LA.6.W.1	*Create grammatically correct multi-paragraph compositions with varied sentence structures.*		Students will write a passage using correct grammar, sentences and paragraphs.	passage	Reinforce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goals**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.6.W.1.a	a. Apply knowledge of rules for capitalization.	TE: 113, 193	Students will use appropriate capitalization when writing.	capitalization	Reinforce
	LA.6.W.1.b	b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.	TE: 31, 233, 421	Students will use commas, parentheses, and dashes to set off non-restrictive clauses.	commas, parentheses, dashes, non-restrictive clauses	Reinforce
	LA.6.W.1.c	c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.	Level Up Tutorial: Colon,Level Up Tutorial: Semicolon, Interactive Grammar Lesson: Semicolons,Interactive Grammar Lesson: Colons	Students will use colons to introduce items in a series and a semicolon to combine independent clauses.	colons, series, semicolon, independent clauses	Reinforce
	LA.6.W.1.d	d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.		Students will explain the function of definite (the) and indefinite (a / an) articles and apply them when writing.	definite article - use the if the noun is known to the reader & indefinite articles - use a or an if the noun is unkown to the reader	Reinforce
	LA.6.W.1.e	e. Identify and use verb tenses (e.g., progressive).	TE: 327	Students will identify and use progressive verb tenses (past, present, & future tense).	progressive verb tense (past, present, future)	Reinforce
	LA.6.W.1.f	f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).	TE: 137, 403, 501	Students will identify and use different types of phrases such as prepostitional and appositive.	prepostional phrase, appositivie phrase	Introduce
	LA.6.W.1.g	g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	TE: 317	Students will identify and revise fragment and run-on sentences and incorret verb tense.	fragment, run-on, verb tense	Introduce
	LA.6.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*		Students will draft, revise and edit their writing.	draft, revise, edit	Reinforce
	LA.6.W.2.a	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.	TE: 79, 82–85, 159, 162–165, 290–295, 374–377, 452–457, 552–556	Students will use prewrite activites (graphic organizers) to plan, organize and draft a writing.	plan, organize, draft	Reinforce
	LA.6.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	TE: 15, 29, 32, 45, 59, 79, 82, 90, 96, 111, 114, 121, 123, 135, 138, 157, 159,162–173, 176, 178, 194, 202, 221, 231, 234, 255, 272, 290–299, 304, 306, 315,318, 328, 343, 374–385, 388, 390, 408, 419, 423, 435, 445, 449, 452–461, 464,466, 475, 478, 503, 513, 517, 529, 532, 552–561	Students will use prewrite activites (graphic organizers) to plan, organize and draft a writing.	plan, organize, draft	Reinforce
	LA.6.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	TE: 15, 159, 168–169, 296–299, 380–381, 458–459, 558–559	Students will use prewrite activites (graphic organizers) to plan, organize and draft a writing.	plan, organize, draft	Reinforce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goals**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Writing	LA.6.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	TE: 89–90, 159, 170, 298, 382, 460, 560	Students will use prewrite activites (graphic organizers) to plan, organize and draft a writing.	plan, organize, draft	Reinforce
	LA.6.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	TE: 79, 90, 159, 171–173, 298–301, 383–385, 461, 561	Students will use prewrite activites (graphic organizers) to plan, organize and draft a writing.	plan, organize, draft	Reinforce
		Modes of Writing				
	LA.6.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.*		Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.3.a	a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.	TE: 162A–162B, 164–165, 315, 552–554	Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.3.b	b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.	TE: 121, 162A–162B, 166–167, 555–556	Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.3.c	c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	TE: 162A–162B, 557	Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.3.d	d. Use precise words and phrases, descriptive/ sensory details, and figurative language to express personal or narrative voice.	TE: 121, 162A–162B, 166–167, 558	Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.3.e	e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	TE: 162A–162B, 168, 555, 558	Students will write narratives specific to task, purpose, and audience.	narrative, task, purpose, audience	Introduce
	LA.6.W.4	*Write arguments that explain a perspective with supporting reasons and evidence.*		Students will write an argumentive essay by developing a perspecitve using supporting reasons and evidence.	arguementive, perspective, reasons, evidence	Introduce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
	LA.6.W.4.a	*a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.*	TE: 82E, 84, 87, 374–377	Students will write an argumentive essay by developing a perspecitve using supporting reasons and evidence.	arguementive, perspective, reasons, evidence	Introduce
	LA.6.W.4.b	b. Use relevant evidence from two or more credible sources.	TE: 87–88	Students will write an argumentive essay by developing a perspecitve using supporting reasons and evidence.	arguementive, perspective, reasons, evidence	Introduce
	LA.6.W.4.c	c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.	TE: 88, 379	Students will write an argumentive essay by developing a perspecitve using supporting reasons and evidence.	arguementive, perspective, reasons, evidence	Introduce
	LA.6.W.4.d	d. Provide a concluding statement or section that follows from the argument presented.	TE: 88, 191,380	Students will write an argumentive essay by developing a perspecitve using supporting reasons and evidence.	arguementive, perspective, reasons, evidence	Introduce
	LA.6.W.5	*Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.*		Students will explain a topic or text in an informational writing piece.	informational	Reinforce
	LA.6.W.5.a	a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	TE: 41, 79, 84, 157, 294, 455–456	Students will explain a topic or text in an informational writing piece.	informational	Reinforce
	LA.6.W.5.b	b. Develop a topic with information (e. g., facts, definitions, concrete details, quotations, examples) related to the topic.	TE: 41, 79, 84, 157, 292–293, 294, 339	Students will explain a topic or text in an informational writing piece.	informational	Reinforce
	LA.6.W.5.c	c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.	TE: 157, 213, 295, 455	Students will explain a topic or text in an informational writing piece.	informational	Reinforce
	LA.6.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s).	TE: 296, 458	Students will explain a topic or text in an informational writing piece.	informational	Reinforce
	LA.6.W.6	*Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.*		Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
	LA.6.W.6.a	a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.	TE: 41, 79, 290, 401, 449	Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce
	LA.6.W.6.b	b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	TE: 178, 253, 269	Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce
	LA.6.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	TE: 41, 58, 79, 231	Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce
	LA.6.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.	TE: 79, 449	Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce
Speaking	LA.6.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Interactive Writing Lesson: Producing & Publishing with Technology:	Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	evaluate, sources, relavancy	Introduce
		Comprehension and Collaboration				
	LA.6.SL.1	*Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.*		Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce
	LA.6.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	TE: 79, 191, 269	Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce
	LA.6.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	TE: 213, 300, 526	Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce
	LA.6.SL.1.c	c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	TE: 213, 231, 269	Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce

6th Grade		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goals**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
and Listening	LA.6.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	TE: 57, 269, 339	Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce
	LA.6.SL.1.e	e. Complete a task following multi-step directions.	TE: 191, 269, 401	Students will engage in collaborative conversations regarding the text.	discussion, collaboration, relevant	Reinforce
		Presentation of Knowledge and Ideas				
	LA.6.SL.2	*Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.*		Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce
	LA.6.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.	TE: 15, 50, 79, 191, 299–300	Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce
	LA.6.SL.2.b	b. Convey a perspective with clear reasoning and support.	TE: 79, 171–172, 191, 299–301	Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce
	LA.6.SL.2.c	c. Analyze the purpose and credibility of information being presented.	TE: 253	Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce
	LA.6.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).	Interactive Speaking & Listening Lesson: Giving a Presentation: Knowing your audience	Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce
	LA.6.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	TE: 75, 78, 157, 162A, 191, 301	Students will present information to their peers regarding their reading.	sequence ideas, central ideas	Reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit 1 Discovering your voice	Weeks 1-6	Students will analyze text structure and identify author's purpose.(LA.6.RP.4)	None for Unit #1	From: Brown Girl Dreaming	
		Students will analyze a memoir and contrast it with other reading pieces.(LA.6.RP.7)			Selection Test
		Students will analyze informational texts and be able to distguish features.(LA.6.RI.4)		The Changing Face of Self-Portraits	
		Students will identify and analyze print and graphic features(LA.6.RI.4)			Selection Test
		Students will analyze the author's language to determine mood and voice(LA.6.RP.3)		What's so Funny, Mr. Scieszka?	
		Students will determine author's purpose and pioint of view and apply to a humorous story(LA.6.RP.1)			Selection Test
		Students will be able to analyze figurative language including, simile/metaphor/personification(LA.6.v.2)		Poem: A Voice	Selection Test
		Students will make inferences about tone and speaker and be able to justify those inferences. (LA6.RP.6)		Poem: Words LIke Freedom	Selection Test
		Students will be able to trace and evaluate an argument and present to classmates(LA6.RP.6)		Better Than Words: Say it WIth A Selfie	Selection Test
		Students will be able to determine author's purpose and defend their choice.(LA.6.RP.1)		OMG, Not ANOTHER Selfie!	Selection Test
				CHOICES: Short Stories	UNIT TEST

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit #2- Never Give Upv	Weeks 7-13	Students will analyze features of informational text (LA6.RI.4)	I am Malala	A Schoolgirl's Diary from I Am Malala	
		Students will generate questions to understand informational text(LA6.RI.6)	Esperanza Rising		Selection Test
		Students will analyze poetic forms(LA.6.RP.5)	Out of My Mind	Speech to the Young: Speech to the Progress-Toward	
		Students will identify various themes of texts through the use of inferences(LA6.RP.1)			Selection Test
		Students will analyze characters and plot of a short story(LA6.RP.2)		The First Day of School	
		Students will analyze the setting of a short story(LA6. RP.4)			Selection Test

		Students will analyze the characters and the plot of a graphic novel(LA6.RP.2)		FROM New Kid Graphic Novel	
		Students will anaylze the setting and the theme of a graphic novel(LA.6.RP.4)			Selection Test
				CHOICES: Short Story	UNIT TEST
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 3- FInding Courage	Weeks 14-18	Students will analyze characters and plot of a novel excerpt(LA6. RP.2)	Wonder	The Breadwinner (excerpt from the Novel)	
		Students will analyze character and setting of a novel (LA6.Rp.4)			Selection Test
		Students will identify the speaker's voice/author's perspective.(LA.6.RP3)		Poem: Life Doesn't Frighten Me	
		Students will practice point of view from first person (LA6. RP.3)			
		Students will analyze poetry through discovery of repetition and refrain(LA6.RP.8)			Selection Test
		Students will analyze structure of an informational text (LA6.RI.4)		Fears and Phobias	
		Students will cite evidence of informational text(LA6. RI.3)			
		Students will analyze organizational text through cause and effect(LA6.RP4)			
		Students will determine and summarize text's central idea(LA6.RP.2)			Selection Test
		Students will analyze media through visual and sound elecments(LA.6.RP8)		VIDEO: Wired for Fear	Selection Test
		Students will analyze text structure of an informational text(LA6.RI.4)		Embarassed? Blame Your Brain	
		Students will determine the meanings of figurative, connotative and technical features of an informational text(LA6. RI.4)			Selection Test
		Students will analyze the characters of a short story (LA6.RP.2)		The Ravine	
		Students will identify inferences in a short story(LA6. RP.6)			Selection Test
		Students will analyze text structure of informational texts through a graphic biography(LA6.RI4)		Graphic Biography--from Into the Air	
		Students will determine the central idea of a graphic biography(LA6.RI.8)			Selection Test

		Students will analyze structure of informational text through a biography(LA6.RI.4)		Biography--from The Wrigth Brothers: How They Invented the Airplane	
		Students will identify key ideas of a biography(LA6. RP.8)			Selection Test
				CHOICES: Short Stories	Unit Test
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 4--Through An Animal's Eyes	Week 15-20	Students will analyze the point of view from a novel (LA6.RP1)	Primates: The Fearless Science of Jane Goodall	From the Novel: Pax	Selection Test
		Students will analyze the point of view from a novel (LA6.RP1)	A Dog's Purpose		
		Students will infer theme in a Science Fiction Passage (LA6.RP.6)		Zoo by Edward Hoch	
		Students will analyze point of view in a Science Fiction passage(LA6.RP6)			Selection Test
		Students will analyze text structure of an informational text (including ideas and supporting details/chronological order/caus and effect/compare and contrast/problem and solution)(LA6.RI.4)		From Animal Snoops: The Wondrous World of Wildlife Spies	
		Students will analyze central ideas of informational text(LA6.RI.6)			Selection Test
		Students will identify figurative language, personifciation and imagery within a poem(LA6.RP4)		Poem: Animal Wisdom	Selection Test
		Students will monitor comprehension through paraphrasing(LA6.RP.6)		Poem: The Last Wolf	Selection Test
		Students will analyze written arguments through making a claim(LA6.RP.3)		Wild Animals Aren't Pets	Selection Test
		Students will identify deductive and inductive reasoning of a written argument(LA6.RP5)			
		Sutdetns will evaluate written arguments by citing facts and opinions(LA6.RP.5)		Let People own Exotic Animals	Selection Test
				CHOICES: Short Stories	Unit Test
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 5 Surviving the Unthinkable	Week of 21-28	Students will analyze the setting and characters of a novel(LA6.RP.4)		From A Long Walk to Water	

		Students will analyze a novels structure including flashbacks and foreshadowing(LA6.RP.4)			Selection Test
		Students will integrate information from media through comparing and contrasting(LA6.RP.5)		Salva's Story	Selection Test
		Students will identify author's point of view including subjective and objective points of view(LA.6.RP.1)		Memoir: Into the Lifeboat from Titanic	
		Students will identify word choice that help create a vivid picture/imagery(LA6.RP.3)			Selection Test
		Students will identify and apply figurative language within a poem(LA6.RP.3)		Poem: from After the Hurricane	
		Students will identify poetice devices such as word choice, repetition, alliteration, rhythm(LA6.RP.3)			Selection Test
		Students will analyze the effect a setting has on the plot(LA6.RP.2)		from Ninth Ward	
		Students will analyze and identify the mood of a novel (LA6.Rp.1)			Selection Test
				CHOICE: Short Story	Unit Test

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit 6 Hidden Truth		Students will analyze informational text(LA6.RI.6)		From Storytelling	
		Students will identify and analyze central ideas (LA6. RI.5)			Selection Test
		Students will analyze the elements of drama (including playwright, scenes, stage directions, dialogue) (LA6. RP.5)		The Prince and the Pauper--a dramatization	
		Students will identify the theme of a dramatization(LA. 6.RP.2)			Selection Test
		Students will analyze poetic forms (to include free verse, stanzas, sonnet, end rhymes, meter, internal rhyme, and alliteration) (LA6.RP.8)		POEM: Archetype	Selection Test
		Students will analyze allusions (LA6.RP.3)		POEM: Fairy-tale Logic	Selection Test
		Students will analyze the plot of a folktale(LA6.RP.2)		Folktale Retold: The Boatman's Flute	
		Students will identify and explain who the narrator and point of view(LA6.RP.3)			Selection Test
		Students will identify the theme of a folktale throught inferencing(LA.6.RP.2)		Folktale Retold: The Mouse Bride	
		Studetns will analyze the author's purpose of a folktale (LA6.RP.2)			
		Students will identify plot elements of a folktale(LA6. RP.2)			Selection Test

				CHOICE: Short Stories	Unit Test

Unit/GENRE/THEME	Pacing	Learning Goals	Process Writing	Assessment	Standards
Informative / Explanatory (Descriptive)	Weeks 1	pre-assessment for descriptive writing	Independently written descriptive writing	write a baseline descriptive writing	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.5a-d
Outdoor Education Thank You's	Week 2-3	1. Students will utilize the elements of a friendly letter to write two thank you letters to counselors or session teachers from Outdoor Ed.	Friendly letter formatting: date, greeting, body of the letter, closing &	write two thank-you's for Outdoor Ed utilizing the friendly letter format	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.SL.2d
Narrative (Imaginative / descriptive)	Week 4-8	1. Students will write an imaginative narrative to convey imagined experiences or events. 2. Students will utilze the elements of a narrative writing (beginning, middle, & end, narrative transitions, character development) when writing their own imaginative narrative. 3. Students will review and utilze the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	Review: narrative transitions, generating ideas, planning & developing characters, CUPS (Capitalization, Usage, punctuation, spelling), steps to writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish), organization, paragraphing, intro./ middle/ conclusion, powerful & precise words (PP-word choice) & sharing/ presenting the project	Write a retelling of a story changing the setting while keeping the main events the same (adaptations to any story)	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.3a-e, LA.6.SL.1a-d, LA.6.SL.2a
Poem (descriptive)	Week 7-9	1. Students will use free verse or rhyming lines / syllables to write a poem. 2. Students will utilize / focus on word choice to write their descriptive poem. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	Descriptive: show vs. tell, using meaningful word choice (powerful & precise words), strong precise verbs, formatting of a 10 line poem, sharing/ presenting the project	Write a ten line poem using powerful & precise words (PP) & strong verbs (word choice) while using showing details instead of telling details	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.SL.1a-d, LA.6.SL.2a
Narrative (Imaginative)	Week 10-13	1. Students will write an imaginative narrative to convey real or imagined experiences or events. 2. Students will utilize figurative language and the elements of a narrative writing when writing their own imaginative narrative. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	Narrative: story elements, generating ideas, planning & developing characters, how to begin a narrative, showing vs. telling details (word choice), figurative language (alliteration, personification, simile, metaphor, onomatopoeia, hyperbole), ideas, organization & structure of a narrative, beginnings & endings for narrative writings (options for endings) & sharing/ presenting the project	Write a story using as much alliteration with your main character as possible, while also including two other types of figurative language	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.3a-e, LA.6.SL.1a-d, LA.6.SL.2a
Informative / Explanatory (Descriptive) by writing a parody for a song	Week 14-15	1. Students will use informative / explanatory elements to to develop a topic with information. 2. Students will utilize powerful & precise word choice, ideas development, and sentence / line fluency to write a parody to a song. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	using powerful & precise words (PP-word choice), transitions for different purposes, idea development, sentence / line fluency (rhyming, syllables, etc) & presentation elements (voice, actions, prompts, etc.)	Analyze a holiday song and rewrite your own version of it using a new subject / theme (parody)	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.6a-e, LA.6.SL.1a-d, LA.6.SL.2a

Informative / Explanatory (Descriptive) Analytic	Week 16-19	1. Students will use informative / explanatory elements to clearly convey ideas and information in a five paragraph essay. 2. Students will use descriptive elements (lead, elaboration, transitions, conclusion statement, etc.) to write a five paragraph essay responding to a prompt. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish).	Descriptive: planning outline, leading with blues, elaboration of details, transitions sets & variety, successful conclusions, sentence variety; Review / revisit: writing process & plan sheets, formatting a descriptive writing (hook / lead, topic sentences, plan sentence, challenge or clincher statement), analyzing a prompt to restate & writing a five paragraph essay to a specific prompts	Write a five paragraph descriptive essay using elements discussed throughout the semester, district writing test: writing utilizing a descriptive prompt	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.6a-e
Text Dependent Analysis (TDA)	Week 20-22	1. Students will respond to a question in paragraph form. 2. Students will use cited evidence from text / article (paraphrases & quotes) while avoiding plagiarism. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish).	Use a graphic organizer / outline to help students create a response to a text question (restate, answer, cite & explain text evidence & restate the answer & question) & rewriting the response in paragraph form	Write a response to a question utilizing text dependent analysis (restating the question, answer to the question, citing & explaining evidence & restating the answer & question)	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.6a-c & e
Letters: Persuasive / Argumentative Writing (Making a Claim)	Week 23--25	1. Students will utilize persuasive / argumentative elements to write a letter. 2. Students will develop a claim, supporting reason and use relevant evidence from two or more credible sources. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	Persuasive / Argumentative: establishing a claim, color coding elements, organizing, clarifying ideas & prioritizing / editing / sequencing, focusing on the audience, facts vs. opinions, elaboration of an argument, transitions, conclusions to support a claim, word choice, voice & sharing/ presenting the project	Write a persuasive / argumentative letter to someone stating reasons why you should ... (be allowed to do something, buy something, etc.)	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.4a-d, LA.6.SL.1a-d, LA.6.SL.2a-b & d
Research / Narrative / Diary or Journal Writing (analyzing things from an animal's perspective while giving facts about this creature)	Week 25-30	1. Students will utilize narrative elements to write a diary / journal from an animal's perspective. 2. Students will research facts from at least two credible sources to use within their animal's diary / journal. 3. Students will utilize the writing process (prewrite, plan, draft, revise, edit, final copy, proofread, share/publish). 4. Students will use speaking & listening skills to present their project to others.	Narrative: sequencing events, elaborating on description, qualities of a good narrative / diary / journal (elements), revising verbs; voice of the charter, writing from another persons perspective / point of view (animal), researching facts using credible sources, presentation elements (voice, fluency, etc.), sharing & publishing their book	Create a five day diary of an animal: including five entries & five interesting facts you researched about you animal from at least two credible sources	LA.6.W.1a-g, LA.6.W.2a-e, LA.6.W.3a-e, LA.6.W.6a-e, LA.6.SL.1a-e, LA.6.SL.2a, c & e
Pacing	Learning Goals	Grammar	Greek and Latin Roots	Assessment	Standards

Week 1-2	Students will be able to identify the parts of a complete sentence.	Into. Literature - Module 1: Sentence or Sentence Fragment?, Run-On Sentences, The Subject, Complete Subjects and Simple Subjects, The Predicate, Complete Predicates and Simple Predicates, The Verb Phrase Compound Subjects and Compound Verbs, Simple Sentences and Compound Sentences & Kinds of Sentences	Growing Your Vocabulary: Learning from Latin and Greek Roots - Chapter 1: Roots gen, gener	Teacher Graded Test	All Grammar & Vocab. lesson utilize standards: LA. 6.V. 1a-c & LA. 6.W.1a-g
Week 3-4	Students will be able to identify parts of speech.	Module 2: Nouns, Pronouns, Demonstrative and Relative Pronouns, Adjectives & Proper and Demonstrative Adjectives	Chapter 2: Roots viv, mor/mort	Teacher Graded Test	
Week 5-6	Students will be able to identify parts of speech.	Module 3: The Verb, Transitive and Intransitive Verbs, Linking Verbs, Helping Verbs, The Adverb, The Preposition, The Prepositional Phrase, Conjunctions and Interjections & Determining Parts of Speech	Chapter 3: Roots card, derm, hem/em, nat	Teacher Graded Test	
Week 7-8	Students will be able to identify a prepositional phrase and determine how it is used.	Module 4: Prepositional Phrases, Adjectives Phrases & Adverb Phrases	Chapter 4: Roots lumin, luc, phot	Teacher Graded Test	
Week 9-10	Students will be able to identify complements within a sentence.	Module 5: Recognizing Complements, Direct Objects, Indirect Objects, Subject Complements, Predicate Nominatives & Predicate Adjectives	Chapter 5: Roots ject, mob, mot/mov	Teacher Graded Test	
Week 11-12	Students will be able to identify agreement within sentences.	Module 6: Number, Subject-Verb Agreement, Phrases Between Subject and Verb, Agreement with Indefinite Pronouns, Other Problems in Agreement & Agreement with Don't & Doesn't	Chapter 6: Roots grav, pend/pens	Teacher Graded Test	
Week 13-14	Students will be able to identify and use verbs and irregular verbs correctly within a sentence.	Module 7: Principal Parts of Verbs, Regular Verbs, Irregular Verbs, Tense, Sit and Set, Rise and Raise, Lie and Lay	Chapter 7: Roots lev, alt	Teacher Graded Test	
Week 15-16	Students will be able to the different types of pronouns within a sentence.	Module 8: The Forms of Personal Pronouns, The Subject Form, The Object Form & Special Pronoun Problems	Chapter 8: Roots capt, cept, cip	Teacher Graded Test	
Week 17-18	Students will be able to identify and use modifiers correctly within a sentence.	Module 9: Regular Comparison of Adjectives and Adverbs, Irregular Comparison of Adjectives and Adverbs, Using Good and Well, Modifiers After Linking Verbs & Double Comparisons and Double Negatives	Chapter 9: Roots ter, ten/tin, trit	Teacher Graded Test	

Week 19-20	Students will be able to identify and use the correct usage of words within a sentence.	Module 10: A, An / At, Between Among / How Come, Its It's / Than Then, That There / Your You're	Chapter 10: Roots hom, anthropo, andro	Teacher Graded Test	
Week 21-22	Students will be able to identify and use correct capitalization within a sentence.	Module 11: The Pronouns I, Proper Nouns and Abbreviations, Places and People, Groups, Organizations and Religions, Objects, Events, Structures and Awards, Titles, First Words, Proper Adjectives, School Subjects	Chapter 11: Roots art, orn, apt/ept	Teacher Graded Test	
Week 23-24	Students will be able to identify and use the correct punctuation within a sentence.	Module 12: End Marks and Abbreviations, Commas in a Series, Commas with Compound Sentences, Commas with Sentence Interrupters, Commas in COnventional Situations, Semicolons and Colons	Chapter 12: Roots dict, log	Teacher Graded Test	
Week 25-26	Students will be able to identify and use the correct punctuation within a sentence.	Module 13: Italics (Underlining), Quotation Marks, Apostrophes & Other Uses of Apostrophes	Chapter 13: Roots roga, quer/quist	Teacher Graded Test	
Week 27-28	Students will be able to apply and correctly use spelling rules within a sentence.	Module 14: The Dictionary, Spelling Rules, Prefixes and Suffixes & Plurals of Nouns	Chapter 14: Roots arch, pot	Teacher Graded Test	
Week 29-30	Students will be able to review grammar skills used throughout the year.	Finish up Modules that may not be finished & / or review grammar skills if needed	Chapter 15: Roots leg, jus/jur	Teacher Graded Test	

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry		**Central Ideas and Details**				
	LA.7.RP.1	Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	TE: 16, 33–36, 38, 47, 48, 52, 113, 118, 125, 127, 130, 213, 215, 218, 219, 232,261, 264, 317, 321, 514	Students will find the themes of a literary text.	implied, explicit, themes, literary text	reinforce
	LA.7.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	TE: 5, 8, 9, 12, 13, 16, 38, 62, 70, 71, 73, 74, 75, 78, 101, 103, 104, 108, 117,120, 133, 136, 138, 146, 148, 168, 170, 171, 172, 176, 216, 234, 401, 405, 408,481, 484, 485, 486	Students will analyze literary elements in a story.	plot, dialogue, characterization, descriptive details	reinforce
		Author's Craft				
	LA.7.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	TE: 58, 59, 60, 61, 65, 73, 78, 79, 105, 120, 144, 221, 230, 233, 234, 403, 405,406, 411, 414, 449	Students will analyze how an author uses point of view in a story.	point of view, characters, narrator	reinforce
	LA.7.RP.4	Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	TE: 16, 33–36, 38, 47, 48, 52, 113, 118, 125, 127, 130, 213, 215, 218, 219, 232	Students will analyze the structure of a literary text and how it helps the theme.	text structures, theme	reinforce
		Knowledge and Ideas				
	LA.7.RP.5	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	TE: 56, 82–83, 518, 520, 533, 548–549	Students will compare and contrast paired fictional and a historical account of the same time period.	fiction, historical account, compare and contrast	introduce/reinforce
	LA.7.RP.6	Synthesize the implied or stated theme (s) in a literary text to draw conclusions and deepen understanding of self and others.	TE: 11, 48, 52, 117, 118, 120, 264	Students will state the theme and be able to relate it to themselves and others.	theme, text connections	reinforce
	LA.7.RP.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	TE: 78, 82–83	Students will be able to make connections to a variety to different texts.	compare and contrast, text connections, perspectives	reinforce
		Range of Reading and Level of Text Complexity				
	LA.7.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	TE: 7–14, 60–68, 115–188, 135–146, 170–174, 215–232, 319–322, 457–458,483-489	Students will be able to read and comprehend grade-appropriate texts.	comprehend, grade-appropriate text	reinforce/master
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.7.RI.1	Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.	TE: 21, 24, 153, 156, 158, 162, 188, 239, 243, 417, 429, 434, 436, 520, 523,525	Students will find the central idea(s) of an informational text.	central idea, key details	reinforce
	LA.7.RI.2	Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.	TE: 23–26, 115–118, 155–160, 183–187, 241–244, 253–254, 276–280, 286–290, 331–334, 497–500, 506–508, 522–526	Students will be able use text evidence to analyze the relationships and interactions in an informational text.	text evidence, informational text, supporting details	reinforce
		Author's Craft				
	LA.7.RI.3	Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.	TE: 125, 251, 256, 329, 336, 362, 419, 426	Students will analyze author's purpose and how they establish it.	author's purpose, persuasive, informational, explanatory	reinforce
	LA.7.RI.4	Analyze how the major sections of text contribute to the development of ideas in an informational text.	TE: 21, 28, 153, 162, 181, 188, 234, 239, 246, 256, 269, 270, 419, 426, 431,438, 520, 528	Students will analyze major secttions of a text and how they add to the text.	major sections, paragraphs	reinfoce
		Knowledge and Ideas				
	LA.7.RI.5	Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.	TE: 153, 156, 158, 160, 162, 244, 256	Students will compare and contrast paired texts with opposing views.	compare and contrast, conflicting views	introduce
	LA.7.RI.6	Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.	TE: 251, 274, 276, 278, 286, 287, 329, 334	Students will analyze an argument and find the reasons that support the argument.	argument, reasoning, suppor of an argument	introduce
	LA.7.RI.7	Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.	TE: 184, 188, 192, 296	Students will compare and contrast perspectives and make text connections across a range of informational texts.	compare and contrast, perspectives, text connections, informational text	reinforce
		Range of Reading and Level of Text Complexity				
	LA.7.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	TE: 23–26, 84, 298–299	Students will be able to read and comprehend grade-appropriate texts.	comprehend, grade-appropriate text	reinforce/master

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary		**Acquisition and Use**				
	LA.7.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*		Students will use grade-level academic vocabulary appropriately.	grade-level vocabulary	reinfoce/master
	LA.7.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	TE: 6, 18, 22, 30, 34, 40, 59, 80, 102, 110, 114, 122, 134, 150, 154, 164, 169, 178,182, 186, 190, 214, 236, 240, 248, 252, 258, 275, 284, 294, 318, 326, 330, 338, 342,350, 402, 414, 418, 426, 432, 440, 482, 492, 496, 504, 521, 530, 534, 546	Students will use grade-level academic vocabulary appropriately.	grade-level vocabulary	reinfoce/master
	LA.7.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).	TE: 18, 110, 122, 143, 150, 151, 217, 236, 248, 414, 524, 530	Students will use grade-level academic vocabulary appropriately.	grade-level vocabulary	reinfoce/master
	LA.7.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	TE: 24, 30, 40, 294, 440, 492	Students will use grade-level academic vocabulary appropriately.	grade-level vocabulary	reinfoce/master
		Context and Connotations				
	LA.7.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*		Students will understand the way authors use words.	figurative, connotative, technical, literary, biblical, mythological allusions	Reinforce
	LA.7.V.2.a	a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.	TE: 341, 350, 362, 374, 445, 516, 518	Students will understand the way authors use words.	figurative, connotative, technical, literary, biblical, mythological allusions	Reinforce
	LA.7.V.2.b	b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).	TE: 30, 40, 80, 164, 190, 258, 284, 294, 326, 338, 428, 440, 491, 546	Students will understand the way authors use words.	figurative, connotative, technical, literary, biblical, mythological allusions	Reinforce
	LA.7.V.2.c	c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).	TE: 125, 158, 164, 192, 284, 350	Students will understand the way authors use words.	figurative, connotative, technical, literary, biblical, mythological allusions	Reinforce
		Production of Writing				
	LA.7.W.1	*Create grammatically correct multi-paragraph compositions with varied sentence structures.*		Students compose a passage with correct grammar, sentences, and paragraphs.	Sentence structure, paragraph structure	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.7.W.1.a	a. Apply knowledge of rules for capitalization.	TE: 94, 179, 249	Students will follow capitalization rules when writing.	Capitalization	Reinforce
	LA.7.W.1.b	b. Use a comma to separate coordinate adjectives.	TE: 123, 505	Students will use commas to separate coordinate adjectives	Coordinate, adjectives	Introduce
	LA.7.W.1.c	c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).	TE: 111, 237, 427	Students will Identify differences in types of clauses, modifiers, and adjectives	-Noun, relative, adverbial clauses, misplaced and dangling modifiers, coordinate and cumulative adjectives	Introduce
	LA.7.W.1.d	d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.	TE: 31, 41, 259, 429, 531, 547	Create sentences and paragraphs with prepositional and appositive phrases	prepositions, prepositional phrases, appositive phrase	Reinforce
	LA.7.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.	TE: 204, 327, 339, 547	Students will identify and revise fragment and run-on sentences and incorret verb tense.	fragment, run-on, verb tense	Reinforce
	LA.7.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*		Students will draft, revise and edit writing for various situations	Recursive, writing process, audience, purpose, discipline	Reinforce
	LA.7.W.2.a	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.	TE: 88–91, 197–201, 300–305, 391–393, 469–471, 555–557	Students will complete prewriting activities (graphic organizer, discussions, webs) to plan, organize and draft.	prewrite, plan, organize, draft	Reinforce
	LA.7.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	TE: 86–94, 196–204, 300–308, 391–393, 466–474, 555–557	Students will create writing pieces that increase in length and complexity.	writing process, sustain, engagement, complexity	Reinforce
	LA.7.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	TE: 92–93, 202–204, 206–208, 294–295, 472–473, 558–559	Students will revise their writing with consideration to peer and adult feedback	feedback, revising (ARMS)	Reinforce
	LA.7.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	TE: 93–94, 203–204, 294–295, 307–308, 395–396, 473–474, 559–560	Students will edit and proofread their writing with consideration to peer and adult feedback	Editing (CUPS), proofreading, feedback	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.7.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	TE: 94, 204, 308, 396, 474, 560	Students will use print and a word processing tools to share/publsih their work.	produce, enhance, publish	Reinforce
		Modes of Writing				
	LA.7.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.*		Students will write narratives specific to task, purpose, and audience.	Development, structure, purpose, audience	Reinforce
	LA.7.W.3.a	a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.	TE: 95, 271, 293, 311, 373, 415, 466–474, 509, 517, 545, 563	Students will organize a narrative that introduces characters and maintains a point of view.	narrator, point of view, sequence	Reinforce
	LA.7.W.3.b	b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.	TE: 95, 271, 293, 311, 373, 415, 466–474, 509, 517, 545, 563	Students will use dialogue, pacing, and description to develop their naratives	dialogue, pacing, description	Reinforce
	LA.7.W.3.c	c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.	TE: 81, 87, 89, 92, 197, 199, 202, 301, 303, 305, 306, 308, 389, 391, 467, 472,529, 553, 558	Students will incorporate transitions within their naratives	transition	Reinforce
	LA.7.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.	TE: 293, 466–474	Students will use sensory details, figurative language, and precise words to express their voice.	sensory details, figurative language, precise words	Reinforce
	LA.7.W.3.e	e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.	TE: 467, 472	Students will write an appropirate conclusion for their narrative.	conclusion	Reinforce
	LA.7.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*		Students will develop a perspective with supportive reasons to write an argument.	argument, perspective, evidence	Introduce/Reinforce
	LA.7.W.4.a	*a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.*	TE: 300–308, 337, 388–396, 475	Students will indtroduce a claim and sequence their ideas	claim, sequence	Introduce/Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.7.W.4.b	b. Explain and cite relevant evidence from multiple credible sources.	TE: 300–308, 337, 388–396, 475	Students will cite and explain evidence from multiple credible sources	evidence, credible source	Introduce/Reinforce
	LA.7.W.4.c	c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.	TE: 259, 391, 429, 441, 505, 558	Students will clarify the relationship between claim (s) and supporting evidence	claim, supporting evidence	Reinforce
	LA.7.W.4.d	d. Provide a concluding statement or section that follows from and supports the argument(s) presented.	TE: 303, 306, 391, 394, 397, 475	Students will write a conlcusion that supports their argument	conclusion, argument	Reinforce
	LA.7.W.5	*Write informative/ explanatory pieces to examine a topic or text and clearly convey ideas and information.*		Students will explain a topic or text in an informational writing piece.	informative, explanatory, convey, examine	Reinforce
	LA.7.W.5.a	a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.	TE: 87, 89, 92, 198, 199, 200, 202, 203	Students will write a focused and organized informative writing with text features.	Focused, text features	Reinforce
	LA.7.W.5.b	b. Develop a topic with information (e. g., facts, definitions, concrete details, quotations, examples) related to the topic.	TE: 90, 92, 198, 304, 392	Students will incorporate facts, definitions, quotations, and examples	facts, quotations, examples	Reinforce
	LA.7.W.5.c	c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.	TE: 87, 92, 197, 199, 202, 301, 305, 306	Students will use transitions to clarify their writing	transitions	Reinforce
	LA.7.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s).	TE: 303, 306, 394	Students will provide a conclustion for their informational writing	conclusion	Reinforce
	LA.7.W.6	*Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.*		Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	credible, evicence, source, relevance	Reinforce
	LA.7.W.6.a	a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	TE: 552–560	Students will avoid plagiarism by quoting and paraphrasing correctly	quote, paraphrase, plagiarism	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.7.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.	TE: 552–560	Students will be able to locate and evauluate the credibility of evidence from digital and print sources to understand the informationand answer questions	bias, evaluate credibility of sources	Reinforce
	LA.7.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	TE: 552–560	Students will use note taking formats to collect and organize information	note-taking, collect, organize	Reinforce
	LA.7.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e. g., parenthetical and numerical); provide a list of sources using a standard format.	TE: 88, 89, 198, 304, 552–560	Students will avoid overreliance on any one source while citing sources within the text and provide a list of sources	in-text citation (parenthetical and numerical)	Reinforce/Introduce
	LA.7.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	TE: 94, 204	Students will practice safe and ethical behavoirs when using digital communidcation	ethical	Reinforce
		Comprehension and Collaboration				
	LA.7.SL.1	*Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.*		Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce
	LA.7.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	TE: 193, 271, 325, 425, 509, 517, 561–562	Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce
	LA.7.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	TE: 271, 325, 425, 509, 517, 561–562	Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce
	LA.7.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	TE: 14, 26, 37, 48, 51, 68, 77, 100, 107, 119, 128, 146, 160, 174, 187, 206, 232,245, 254, 265, 271, 280, 290, 322, 325, 334, 346, 356, 366, 371, 410, 423, 425,437, 450, 459, 489, 500, 509, 515, 517, 526, 542, 561–562	Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce
	LA.7.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	TE: 100, 193, 206, 271, 325, 425, 509, 517, 561–562	Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listening	LA.7.SL.1.e	e. Complete a task following multi-step directions.	TE: 39, 121, 149, 163, 193, 247, 257, 283, 297, 349, 385	Students will engage in collaborative conversations regarding the text.	Structured, collaboration, clarify ideas	Reinforce
		Presentation of Knowledge and Ideas				
	LA.7.SL.2	*Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.*		Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce
	LA.7.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.	TE: 55, 83, 85, 195, 205–206, 247, 299, 375, 385, 387, 439, 453, 463, 465, 517,551, 562	Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce
	LA.7.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	TE: 55, 83, 85, 195, 205–206, 247, 299, 375, 385, 387, 439, 453, 463, 465, 517,551, 562	Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce
	LA.7.SL.2.c	c. Analyze the purpose and credibility of information being presented.	TE: 55, 83, 85, 195, 205–206, 247, 299, 375, 385, 387, 439, 453, 463, 465, 517,551, 562	Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce
	LA.7.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	TE: 55, 83, 85, 195, 205–206, 247, 299, 375, 385, 387, 439, 453, 463, 465, 517,551, 562	Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce
	LA.7.SL.2.e	e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.	TE: 55, 83, 85, 195, 205–206, 247, 299, 375, 385, 387, 439, 453, 463, 465, 503, 517, 551, 562	Students will present information to their peers regarding the text they are reading.	Key ideas, coherent manner	Reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit 1 - Reality Check	Weeks 1 - 6	Students will analyze the plot structure of a short story.(LA7.RP.4) Students will analyze the character traits and plot of a short story.(LA7.RP.3)	None for Unit 1	Mirror Image	Project-Based or Selection Test
		Students will determine the author's purpose for an article. (LA7.RP.1) Students will cite evidence to show their comprehension of the text.(LA7.RP.6)		Not Everything It Seems	Project-Based or Selection Test
		Students will analyze folktales and interpret its message.(LA7. RP.7) Students will analyze humor through the use of inferences.(LA7.RP.3)		Two Legs or One?	Project-Based or Selection Test
		Students will analyze rhyme and apply it in their writing.(LA7.RP.4) Students will analyze rhyme schemes and mood by identifying a poem's scheme.(LA7.RP.4) Students will analyze sound devices and explain how they affect the mood.(LA7.RP.4) Students will compare the mood of two poems through text analysis.(LA7.RP.4)		The Song of Wandering Aengus Eldorado	Project-Based or Selection Test
		Students will analyze the narrator's point of view and describe how it changes throughout the story. (LA7.RP.3) Students will analyze the text features and how they contribute to the story.(LA7.RP.4) Students will compare versions of a story through analysis of different genres.(LA7.RP.7)		From: Monster (Screenplay) From: Monster (Graphic Novel)	Project-Based or Selection Test
				Reader's Choice: Way Too Cool Forever New He-y, Come on Ou-t A Priceless Lesson in Humility	Selection Test
				Outside Resources:	

					Project-Based OR Unit 1 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 2 - Take Control	Weeks 7-12	Students will analyze the character traits and plot of a short story.(LA7.RP.2) Students will analyze the effect of conflict on the plot.(LA7.RP.2)	The Westing Game	Heartbeat	Project-Based or Selection Test
		Students will analyze myths and identify the characteristics of a myth.(LA.7.RP.5) Students will determine the theme of a myth.(LA.7. RP.1)		The Flight of Icarus	Project-Based or Selection Test
		Students will analyze the organization of a poem. (LA7.RP.8) Students will analyze the author's word choice to create feelings in a poem.(LA7.RP.3)		Icarus's Flight	Project-Based or Selection Test
		Students will analyze the plot structure of a short story.(LA.7.RP.2) Students will make inferences supported by text evidence.(LA7.RP.6)		Rogue Wave	Project-Based or Selection Test
		Students will use text evidence and details to determine the author's purpose.(LA 7.RP.3) Students will evaluate supporting details to make connections to the author's central idea.(LA7.RP. 1)		Women in Aviation	Project-Based or Selection Test
		Students will analyze characterization through the author's description.(LA7. RP.3) Students will analyze how the setting of a story influences the plot. (LA7.RP.4)		Thank You, M'am	Project-Based or Selection Test
		Students will analyze the structure of an informational text. (LA7. RI.4)		A Police Stop Changed This Teenager's Life	Project-Based or Selection Test
				Reader's Choice:	Selection Test

				Outside Resources:	
					Project-Based OR Unit 2 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 3 - The Terror and Wonder of Space	Weeks 13 - 18	Students will analyze the features of science fiction.(LA.7.RP.4) Students will analyze and identify the mood of a science fiction text.(LA7.RP.2)	A Wrinkle in Time	Science Fiction: Dark There Were, and Golden-Eyed	Project-Based or Selection Test
		Students will analyze the central ideas of an informational text.(LA7.RI.1) Students will analyze the structure of an informational text.(LA7.RI.4)		Science Writing: Martian Metropolis	Project-Based or Selection Test
		Students will analyze tone and voice to identify the author's purpose.(LA7.RP.1) Students will analyze repetition to identify key ideas. (LA7.RP.5)		Argument: Challenges for Space Exploration	Project-Based or Selection Test
		Students will analyze the form of a poem.(LA.7.RP.4) Students will analyze a poem to determine the theme.(LA.7.RP.2)		Poem: What If We Were Alone?	Project-Based or Selection Test
		Students will analyze the features of a video to identify its purpose.(LA7.RP.8)		Video: Seven Minutes of Terror	Project-Based or Selection Test
		Students will analyze the structure and details of an argument. (LA7.RP.6) Students will analyze different rhetorical devices in an argument.(LA7.RP.8)		Argument: Humans Need to Explore Outer Space Argument: Let Robots Take to the Stars	Project-Based or Selection Test
				Reader's Choice: Let's Aim for Mars An Optimistic View of the World Your World Sally Ride *from* Headstrong	Selection Test
				Outside Resources	
					Project-Based OR Unit 3 Assessment

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit 4 - Inspired by Nature	Weeks 19 - 24	Students will use the plot to analyze the theme of a short story.(LA7.RP.1) Students will analyze how figurative language contributes to the text.(LA7.RP.4)	Peak	Short Story: Allied with Green	Project-Based or Selection Test
		Students will analyze the structure and details of an argument.(LA7.RP6) Students will analyze the point of view in an argument.(LA7.RP.3)		Argument: Never Retreat *from* Eyes Wide Open	Project-Based or Selection Test
		Students will analyze a memoir and contrast it with other texts.(LA7.RP.5) Students will analyze and interpret figurative language in a memoir.(LA7.RP.2)		Memoir: *from* Mississippi Solo	Project-Based or Selection Test
		Students will analyze a sonnet and contrast various sonnets.(LA7.RP8) Students will analyze and identify the rhyme scheme of a poem.(LA7.RP.4)		Poem: The Drought	Project-Based or Selection Test
		Students will analyze the structure and meaning of an ode.(LA7.RP.8) Students will analyze the mood of lyric poetry. (LA7.RP.8)		Poem: Ode to enchanted light Poem: Sleeping in the Forest	Project-Based or Selection Test
		Students will analyze the techniques of persuasive media to identify the purpose.(LA7.RP.8) Students will analyze a video's music and narration to identify the tone.(LA7.RP.8)		Video: *from* Trash Talk Poster: You're Part of the Solution	Project-Based or Selection Test
				Reader's Choice: Memoir: *from* Unbowed Poem: Problems with Hurricanes Article: Living Large Off the Grid Poetry: Haiku	Selection Test
				Outside Resources:	
					Project-Based OR Unit 4 Assessment
Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment

Unit 5 - Game On!	Weeks 25 - 30	Students will analyze point of view affect the narration of a short story(LA7.RP.1) Students will analyze the effect of conflict on the plot.(LA7.RP.2)	The Crossover Ghost	Short Story: Ball Hawk	Project-Based or Selection Test
		Students will make predictions about an informational text based on text evidence.(LA7. RI6) Students will analyze perspective to identify the author's purpose.(LA 7.RP.1)		Informational Text: Get in the Zone: The Psychology of Video-Game Design	Project-Based or Selection Test
		Students will analyze informational text to identify the central idea and supporting details.(LA7.RP.1) Students will analyze the organizational structure of an informational text. (LA.7.RI.4)		Informational Text: It's Not Just a Game	Project-Based or Selection Test
		Students will analyze the plot and structure of a novel in verse.(LA7.RP.1) Students will analyze and interpret figurative language in a novel.(LA7.RP2) Students will analyze points of view in a two-voice poem. (LA7.RP.3) Students will make inferences to identify the central idea of a poem. (LA7.RP.6)		Novel in Verse: *from* The Crossover Poem: Double Doubles	Project-Based or Selection Test
				Reader's Choice: Short Story: Batting After Sophie Short Story: Amigo Brothers Blog: Briding the Generational Divide Between a Football Father and Soccer Son Science Writing: Arc of Triumph	Selection Test
				Outside Resources:	
					Project-Based OR Unit 5 Test
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 6 - Change Agents	Weeks 31 - 36	Students will analyze realistic fiction and contrast it with other texts.(LA7.RP.5) Students will analyze how character traits influence the plot. (LA7.RP.2)	Freedom Walkers	Short Story: Sometimes a Dream Needs a Push	Project-Based or Selection Test

		Students will write questions to help identify the central idea and supporting details. (LA.7.RP.1) Students will analyze irony and point of view through tone and voice.(LA7.RP.2)		Personal Essay: Craig Kielburger Reflects on Working Toward Peace	Project-Based or Selection Test
		Students will analyze the features of a documentary and explain how they work together. (LA7.RP.8)		Documentary: *from* It Takes a Child	Project-Based or Selection Test
		Students will analyze the author's tone to identify the theme of a poem.(LA 7.RP.3) Students will analyze the techniques of free-verse poetry to identify the meaning of the poem. (LA.7. RP.8)		Poem: A Poem for My Librarian, Mrs. Long	Project-Based or Selection Test
		Students will paraphrase an informational text. Students will ask questions to determine the central ideas of an informational text.(LA.7.RP.1) Students will identify the information included in a historical fiction piece. (LA7.RP.6) Students will identify the setting and character motivation in a historical fiction piece.(LA7.RP.7)		History Writing: Frances Perkins and the Triangle Factory Fire Novel: *from* Ashes of Roses	Project-Based or Selection Test
				Reader's Choice: History Writing: from The Story of the Triangle Factory Fire Article: Difference Maker: John Bergmann and Popcorn Park Autobiography: *from* Walking with the Wind Short Story: Doris is Coming Informational Text: Seeing Is Believing	Selection Test
				Outside Resources:	
					Project-Based OR Unit 6 Test

Unit/GENRE/THEME	Pacing	Learning Goals	Process Writing	Assessment	Standards
Narrative Unit	Week 1-6	1. Students will compose a writing that conveys real or imagined experiences. 2. Students will use prewrite activities (graphic organizers) to plan, organize and draft a writing. 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Introducing narrator/characters, maintain point of view, organize an event sequence using narrative transitions. Components of paragraph and essay (topic sentence, supporting details, introduction paragraph, conclusion paragraph). Use dialogue, description and figurative language, to develop characters, setting, and plot. Precise words and phrases and figurative language to express voice, Cups to edit (capitalization, usage punctuation, and spelling, ARMS to revise (Add, remove, move, substitute).	Paragraph, selfie poem, autobiography (5 paragraph) and action picture paragraph	7.W.2a-e 7.W.3a-e
Informative Unit	Week 7-10	1. Students will write to explain a topic while organizing writing logically with transitions 2. Students will gather and use credible evidence from sources 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Introduce topic & group info logically, concrete details and examples, transitions, multi paragraph writing with intro and conclusion, evaluate sources, note-taking, collect and organize information, citing sources correctly, academic integrity. Color coding writing for organization, incorporate text features (graph, diagram, etc.), digital tools to produce and publish writing, use feedback from peers and adults to improve writing	Multi-Paragraph Q& A project with research & text features	7.W.2a-e 7.W.5a-d 7.W.6 a-e
Argument Unit	Week 11- 18	1. Students will write arguments with language that clearly introduces a claim with organized evidence 2. Students will analyze a text and develop a claim that is supported with text-evidence. 3. Students will gather and use credible evidence from sources 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Prewriting to develop topic, Graphic organizers (O.R.E.O, R.A.C.E.R) to organize writing. Adjust writing for various audiences. Short and long-term writing projects, increasing length and complexity, Analyze a text, identify key information to use as evidence to support claim, cite evidence, address opposing claims, transitions, persuasive language, pros/cons, present ideas to an audience, Edit, proofread, and consider feedback from adults and peers.	Opinion paragraph, Text-Dependent Analysis, Persuasive Essay, Persuasive Project	7.W.2a-e 7.W.4a-d. 7.W.6 a

Pacing	Learning Goals	Grammar	Greek and Latin Roots	Assessment	Standards
Week 1-2	Students will identify different forms of verbs, adverbs, prepositions, conjunctions, & interjections and apply it to their writing.	***Into Lit- Grammar Practice Book*** Module 3: Verbs (linking and helping, Adverbs, Prepositions, Conjunctions and Interjections	***Vocabulary from Latin & Greek Roots Book*** Unit 2 Roots: Pos/Pon, Man, Stat/stan	Combined Teacher Created Quiz	7.W.1d 7.V.1 b 7.V.1 c 7.V.2b 7.V.2c

Week 3-4	Students will identify different forms of verbs and change in verb tense and apply it to their writing.	Module 9: Principal, regular, and irregular verbs, verb tense, sit/set, rise/raise, lie/lay	Unit 3 Roots: Cap/capt/cip, prehend, sum/sumpt, rapt/rap	Combined Teacher Created Quiz	7.W.1e 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 5-6	Students will identify components of a sentences and recognize run-ons and fragments.	Module 1: Sentence sense, run-on, the subject, the predicate, compound subjects and compound verbs	Unit 4 Roots: Reg/reig, vict, poss/pot, dom	Combined Teacher Created Quiz	7.W.1e. 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 7-8	Students will identify and apply a variety of phrases.	Module 5: Prepositional phrase, adjective phrase, adverb phrase, verb phrases and verbals, participles and participial phrases, infinitive and infinitive phrases	Unit 5 Roots: Jac/ject, ball/bol/bl, pass, pend/pens	Combined Teacher Created Quiz	7.W.1d. 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 9		Review above	Review Above	End of quarter test	
Week 10-11	Students will identify and apply a variety of clauses.	Module 6: independent and subordinate clauses, adjective clause, adverb clause	Unit 6 Roots: Serv, strict, solut, lib/liv	Combined Teacher Created Quiz	7.W.1c. 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 12-13	Students will identify different sentence structures and apply them to their writing.	Module 7: Sentence structure (simple, compound, complex)	Unit 7 Roots: liter, log, gram/graph, script/scrib	Combined Teacher Created Quiz	7.W.1 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 14-15	Students will identify and apply punctuation including commas, semicolons, and colons.	Module 14: Punctuation, end marks and abbreviations, commas in a series, commas with compound sentences, commas with sentence interrupters, other uses of the comma, more uses of the comma, semicolons, colons	Unit 8 Roots: cess, grad/gress, it, cur/cours	Combined Teacher Created Quiz	7.W.1b 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 16-17	Students will identify modifiers and apply them to their writing	Module 11: Comparison of adjectives and adverbs, irregular comparison, special problems in using modifiers, double comparisons, placement of modifiers, placement of participial phrases	Unit 9 Roots; Fort, teg, firm, val/valid	Combined Teacher Created Quiz	7.W.1c 7. V.1 b 7. V.1 c 7. V.2b 7. V.2c
Week 18		Review above	Review Above	End of quarter test	
Supplemented by Reading teacher in weeks at their discretion	Students will identify nouns, pronouns, and different kinds of adjectives	Module 2: Nouns, pronouns, adjectives, demonstrative and proper adjectives			7.W.1c
	Students will identify and apply correct capitalization in a variety of situations.	Module 13: Capital letters, pronoun/proper nouns, places and people, groups organizations, and religions, objects, events, structures, and awards, titles, first words proper adjectives, school Subjects			7.W.1a

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and P		**Central Ideas and Details**				
	LA.8.RP.1	Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	TE: 5, 12, 110, 114, 116, 123, 126, 175–176, 180, 183, 186, 221, 224, 226, 277,320, 353, 380, 390, 554, 562–563, 565	Students will find themes of a literary text.	theme, literary text, explicit, implied	reinforce
	LA.8.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	TE: 5, 8, 12, 104, 110, 122, 123, 126, 175, 181–182, 186, 187, 191, 193, 195,196, 198, 201, 206, 208, 211, 216, 221, 250, 252, 253, 254–256, 277, 281, 287,299–300, 302, 308, 310, 314, 353, 356, 358, 362, 439, 471, 490, 492, 495, 512–513, 526, 527	Students will analyze literary elements in a text.	plot, dialogue, characterization, descriptive details	reinforce
		Author's Craft				
	LA.8.RP.3	Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	TE: 30, 32, 34, 35, 79, 80, 86, 90, 95, 98, 100, 101, 104, 154, 156, 162, 252,254, 256, 286 299, 390, 418, 448, 526	Students will analyze how an author uses point of view to emphasize literary devices.	point of view, suspense, humor, irony, characters, narrator	introduce/reinforce
	LA.8.RP.4	Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	TE: 34, 108, 134, 136, 138, 145, 146, 148, 152, 154, 156, 157, 378, 390–391,405, 444	Students will compare and contrast the structure of two literary texts.	compare, contrast, style	reinforce
		Knowledge and Ideas				
	LA.8.RP.5	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	TE: 108, 110, 114, 116, 123, 154, 156, 272, 362	Students will analyze how a modern work of fiction uses elements of past works of fiction.	modern, myths, traditional, religious works	introduce/reinforce
	LA.8.RP.6	Synthesize the implied or stated theme (s) in a literary text to draw conclusions and deepen understanding of self and others.	TE: 5, 12, 104, 110, 114, 116, 123, 126, 154, 157, 175–176, 180, 183, 186, 221,224, 226, 277, 286, 320, 353, 380, 390, 554, 562–563, 565	Students will state a theme of a text and be able to relate it to themselves and others.	theme, text connections	reinforce
	LA.8.RP.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.	TE: 110, 126, 154, 260, 296, 353, 355, 357	Students will make connections to a variety of different texts.	perspective, text connections	reinforce
		Range of Reading and Level of Text Complexity				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
oetry	LA.8.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	TE: 64–65, 158–159, 248–249, 334–335, 420–421, 564–565	Students will read and comprehend grade appropriate text independently.	comprehend, grade appropriate	reinforce, master
Reading Informa		**Central Ideas and Details**				
	LA.8.RI.1	Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.	TE: 17, 18, 21, 83, 90	Students will find two or more central ideas of informational text.	implied, explicit, central idea, supporting ideas, informational text	reinforce
	LA.8.RI.2	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.	TE: 24, 90, 314, 374, 414, 538	Students will analyze events, interactions between individuals and key facts using text evidence in informational text.	text evidence, supporting details, informational text	reinforce
		Author's Craft				
	LA.8.RI.3	Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.	TE: 38, 41, 88, 272, 291, 314, 337, 367, 372, 423	Students will analyze the author's perspective or purpose when conflicting viewpoints are present.	author's perspective, author's purpose, viewpoint, conflict	reinforce
	LA.8.RI.4	Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.	TE: 58, 374, 400, 414, 538	Students will identify the text structure of an informational text.	text structure, informational text, key concepts	introduce
		Knowledge and Ideas				
	LA.8.RI.5	Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.	TE: 36, 58, 62, 418	Students will compare and contrast paired texts with opposing views.	compare, contrast, conflicting views	reinforce
	LA.8.RI.6	Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.	TE: 38, 41, 51, 62, 66, 68, 70, 315, 394, 397, 400, 405, 414, 422, 424, 426, 431,551, 575	Students will analyze the development of an argument and evaluate the reasons that support the argument.	argument, reasoning, support, effectiveness	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
ational Text	LA.8.RI.7	Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.	TE: 538, 550	Students will analyze perspectives and make text connections across a range of informational text.	perspectives, text connections, informational text	reinforce
		Range of Reading and Level of Text Complexity				
	LA.8.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.	TE: 248–249, 334–335, 420–421, 564–565	Students will read and comprehend grade appropriate text independently.	comprehend, grade appropriate	reinforce, master
		Acquisition and Use				
	LA.8.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*		Students will use academic grade level vocabulary appropriately.	grade-level vocabulary	reinforce/master
	LA.8.V.1.a	a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	TE: 9, 10, 14, 19, 23, 40, 41, 42, 44, 80, 87, 97, 98, 99, 102, 112, 113, 114, 116,119, 120, 201, 177, 178, 182, 218, 303. 304, 306, 307, 359, 364, 376, 396, 397,398, 402, 407, 409, 445, 455, 463, 485, 489, 496, 534, 536	Students will use academic grade level vocabulary appropriately.	grade-level vocabulary	reinforce/master
	LA.8.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).	TE: 53, 60, 117, 128, 304, 316, 416	Students will use academic grade level vocabulary appropriately.	grade-level vocabulary	reinforce/master
	LA.8.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.	TE: 48, 99, 106, 188, 372, 376	Students will use academic grade level vocabulary appropriately.	grade-level vocabulary	reinforce/master
		Context and Connotations				
	LA.8.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*		Students will understand the way author's use words.	figurative language, connotative language, technical language, figures of speech, connotation, denotation	reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.8.V.2.a	a. Interpret figures of speech (e.g., verbal irony, puns) in context.	TE: 30, 32, 35, 283, 288	Students will understand the way author's use words.	figurative language, connotative language, technical language, figures of speech, connotation, denotation	reinforce
	LA.8.V.2.b	b. Determine the relationship between particular words to better understand each of the words.	TE: 14, 26, 240, 244	Students will understand the way author's use words.	figurative language, connotative language, technical language, figures of speech, connotation, denotation	reinforce
	LA.8.V.2.c	c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).	TE: 274, 292, 534, 540	Students will understand the way author's use words.	figurative language, connotative language, technical language, figures of speech, connotation, denotation	reinforce
		Production of Writing				
	LA.8.W.1	*Create grammatically correct multi-paragraph compositions with varied sentence structures.*		Students compose a passage with correct grammar, sentences, and paragraphs.	Sentence structure, paragraph structure	Reinforce
	LA.8.W.1.a	a. Apply knowledge of rules for capitalization.	TE: 529, 574	Students will follow capitalization rules when writing.	Capitalization	Reinforce
	LA.8.W.1.b	b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.	TE: 93, 107, 168, 189, 258	Students will use commas a	Comma, ellipsis, dashes, omission	Introduce
	LA.8.W.1.c	c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).	TE: 15, 275, 365, 430	Students will understand and use different verbals in sentences	Gerunds, participles, infinitives	Introduce
	LA.8.W.1.d	d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).	TE: 61, 403	Students will identify differences in voice, tone, and grammatical mood.	Active and passive voice, formal and informal tone, and indicative, subjunctive, condition, and imperative grammatical moods	Introduce
	LA.8.W.1.e	e. Use appropriate parallel structure in words, phrases, and clauses.	TE: 417, 544, 550			
	LA.8.W.1.f	f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.	TE: 198, 210	Students will identify and revise fragment and run-on sentences and incorret shifts in verb tense, number, voice, and mood	fragment, run-on, verb tense, voice, mood, number (?)	Introduce & reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
	LA.8.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*		Students will draft, revise and edit writing for various situations	Recursive, writing process, audience, purpose, discipline	Reinforce
	LA.8.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	TE: 66, 68–69, 70–71, 160, 162–165, 166, 250–255, 336, 338–342, 422, 424–427, 563, 566, 568–571	Students will find and use resources to plan, organize and draft.	prewrite, plan, organize, draft	(Intro-identify and use?) Reinforce
	LA.8.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	TE: 66–76, 160–168, 336–346, 422–430, 566–574	Students will create writing pieces that increase in length and complexity.	writing process, sustain, engagement, complexity	Reinforce
	LA.8.W.2.c	c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.	TE: 66, 72–73, 160, 166–167, 250, 256–257, 336, 342–343, 422, 428–429, 563,566, 572–573	Students will revise their writing with consideration to peer and adult feedback	feedback, revising	Reinforce
	LA.8.W.2.d	d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.	TE: 66, 73, 74, 160, 167, 168, 250, 257, 258, 336, 343, 344, 422, 429, 430,566, 573, 574	Students will edit and proofread their writing with consideration to peer and adult feedback	Editing (CUPS), proofreading, feedback	Reinforce
	LA.8.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	TE: 74, 168, 258, 344, 430, 563, 574	Students will use print and a word processing tools to share/publsih their work.	produce, enhance, publish	Reinforce
		Modes of Writing				
	LA.8.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.*		Students will write narratives specific to task, purpose, and audience.	Development, structure, purpose, audience	Reinforce
	LA.8.W.3.a	a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.	TE: 433, 566–574	Students will organize a narrative that introduces characters and maintains a point of view.	narrator, point of view, sequence	Reinforce
	LA.8.W.3.b	b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).	TE: 433, 566–574	Students will use dialogue, pacing, and description to develop their naratives	dialogue, pacing, description	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
	LA.8.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	TE: 433, 566–574	Students will sequence events to create a coherent whole	sequence, coherent	Reinforce/Introduce
	LA.8.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.	TE: 256, 433, 566–574	Students will use precise words, sensory details, and figurative language to develop mood and tone	mood, tone	Reinforce/Introduce
	LA.8.W.3.e	e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.	TE: 433, 566–574	Students will write a conclusiton the reflects upon the piece	conclustion, reflects	Reinforce/Introduce
	LA.8.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*		Students will develop a perspective with supportive reasons to write an argument.	argument, perspective, evidence	Reinforce
	LA.8.W.4.a	*a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.*	TE: 66–76, 422–430	Students will indtroduce a claim and sequence their ideas	claim, sequence	Reinforce
	LA.8.W.4.b	b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.	TE: 66–76, 422–430	Students will develop a structure for their argument and acknoweledge alternate claims	structure, alternate claims	Introduce
	LA.8.W.4.c	c. Explain and cite relevant evidence from multiple credible sources.	TE: 66–76, 422–430	Students will cite and explain evidence from multiple credible sources	evidence, credible source	Reinforce
	LA.8.W.4.d	*d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.*	TE: 66–76, 422–430	Students will clarify the relationship between claim (s) and supporting evidence	claim, supporting evidence	Reinforce
	LA.8.W.4.e	e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.	TE: 66–76, 422–430	Students will adapt style and tone to the task	style, tone	introduce
	LA.8.W.4.f	f. Provide a conclusion that follows from and supports the argument(s) presented.	TE: 66–76, 422–430	Students will write a conlcusion that supports their argument	conclusion, argument	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
	LA.8.W.5	*Write informative/ explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.*		Students will explain a topic or text in an informational writing piece.	informative, explanatory, convey, examine	Reinforce
	LA.8.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.	TE: 25, 160–168	Students will introduce a topic and organize ideas into broader sections including text features	text features, illustrations, multimedia elements	Reinforce/Introduce
	LA.8.W.5.b	b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.	TE: 25, 160–168	Students will incorporate facts, definitions, quotations, and examples	facts, quotations, examples	Reinforce
	LA.8.W.5.c	c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.	TE: 25, 160–168	Students will use transitions to clarify their writing	transitions	Reinforce
	LA.8.W.5.d	d. Provide a concluding statement or section that follows from the information or explanation(s).	TE: 25, 160–168	Students will provide a conclustion for their informational writing	conclusion	Reinforce
	LA.8.W.6	*Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).*		Students will evaluate multiple sources' relevancy and trustworthiness to answer a research question.	credible, evicence, source, relevance	Reinforce
	LA.8.W.6.a	a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.	TE: 339	Students will avoid plagiarism by quoting and paraphrasing correctly	quote, paraphrase, plagiarism	Reinforce
	LA.8.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.	TE: 338, 339	Students will be able to locate and evauluate the credibility of evidence from digital and print sources to understand the informationand answer questions	bias, evaluate credibility of sources	Reinforce
	LA.8.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	TE: 339, 342	Students will use note taking formats to collect and organize information	note-taking, collect, organize	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	**Learning Goals**	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.8.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e. g., parenthetical and numerical); provide a list of sources using a standard format.	TE: 341–342	Students will avoid overreliance on any one source while citing sources within the text and provide a list of sources	in-text citation (parenthetical and numerical)	Reinforce/Introduce
Speakin	LA.8.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	TE: 344	Students will practice safe and ethical behavoirs when using digital communidcation	ethical	Reinforce
		Comprehension and Collaboration				
	LA.8.SL.1	*Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.*		Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
	LA.8.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	TE: 13, 25, 47, 59, 76, 91, 174, 217, 243, 318, 333, 344–346, 363, 375, 389,551, 563, 565	Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
	LA.8.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	TE: 13, 25, 47, 59, 76, 91, 174, 217, 243, 318, 333, 344–346, 363, 375, 389,551, 563, 565	Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
	LA.8.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	TE: 13, 25, 47, 59, 76, 91, 174, 217, 243, 318, 333, 344–346, 363, 375, 389,551, 563, 565	Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
	LA.8.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	TE: 13, 25, 47, 59, 76, 91, 167, 174, 217, 243, 273, 318, 331, 333, 343–346,363, 375, 389, 401, 429, 432, 551, 563, 565, 573	Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
	LA.8.SL.1.e	e. Complete a task following complex, multi-step directions.	TE: 66–76, 250–258	Students will engage in collaborative conversations regarding their reading.	relevant questions, collboration	Reinforce
		Presentation of Knowledge and Ideas				
	LA.8.SL.2	*Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.*		Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goals	Key Vocabulary	Introduce/Reinforce/ Master
g and Listening	LA.8.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.	TE: 35, 75–76, 105, 127, 187, 227, 258, 287, 297, 315, 331, 344, 363, 389, 401,415, 431–432, 527, 543, 551, 561	Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce
	LA.8.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	TE: 35, 75–76, 105, 127, 187, 227, 258, 287, 297, 315, 331, 344, 363, 389, 401,415, 431–432, 527, 543, 551, 561	Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce
	LA.8.SL.2.c	c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).	TE: 35, 75–76, 105, 127, 187, 227, 258, 287, 297, 315, 331, 344, 363, 389, 401,415, 431–432, 527, 543, 551, 561	Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce
	LA.8.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	TE: 35, 75–76, 105, 127, 187, 227, 258, 287, 297, 315, 331, 344, 363, 389, 401,415, 431–432, 527, 543, 551, 561	Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce
	LA.8.SL.2.e	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	TE: 243, 375, 551	Students will present information to their classmates regarding the selected text.	Relevant facts, Key ideas	Reinforce

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Into Literature Materials	Assessment
Unit 1: Gadgets and Glitches	Weeks 1-6	Students will analyze plot structure and conflict in a literary text. (LA8.RP.2)	The Boy Who Harnessed the Wind	Science Fiction: The Brave Little Toaster	Selection Test, Project Based Assessment
		Students will analyze text features of the science fiction. (LA.8RP.5)			
		Students will use context clues to define unfamiliar vocabulary words.			
Possible Novels: The Boy Who Harnessed the Wind		Students will identify central idea and details of an informational text. (LA8.RI.1)		Informational Text: Are Bionic Superhumans on the Horizon?	Selection Test, Project Based Assessment
Short Reads: If You Go Into the Woods You Will Find It Has a Technology; Hallucination; There Will Come Soft Rains; from All the Light We Cannot See (Novel Passage)		Students will analyze text organizational patterns of informational text. (LA.8.RI.4)			
		Students will identify synonyms and antonyms for vocabulary words.			
		Students will analyze the structure of a poem (rhyme scheme/meter).(LA8.RP.4)		Poem: Interflora	Selection Test, Project Based Assessment
		Students will analyze different types of irony. (LA8. RP.3)			
		Students will analyze a claim with supporting text evidence.(LA.8.RP.6)		Argumentive Text: The Automation Paradox	Selection Test, Project Based Assessment
		Students will analyze graphic features in informational text. (LA.8.RI.4)			
		Students will evaluate the validity of text evidence from an argumentive text. (LA8.RI.3)		Argumentive Text: Heads Up, Humans	Selection Test, Project Based Assessment
		Students will analyze rhetorical (persuasive) devices in a argumentive text. (LA8.RI.4)			Unit 1 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 2: The Thrill of Horror	Weeks 7-12	Students will examine, analyze, and interpret the central idea and supporting details of a text. (LA8. RP.1)	Code Orange	Literary Criticism: What is the Horror Genre?	Selection Test; Project Based Assessment
		Students will paraphrase and summarize a text. (LA8.RP.2)			
Possible Novels: Code Orange		Students will analyze the different types of point of view and an unreliable narrator. (LA8.RP.7)(LA8. RP.3)		Short Story: The Tell-Tale Heart	Selection Test; Project Based Assessment
Short Reads: Frankenstein; beware: do not read this poem; Blood; The Outsider; Scary Tales		Students will analyze elements of suspense. (LA8. RP.3)			
		Students will analyze a theme in two or more texts. (LA8.RP.4)		Short Story: The Monkey's Paw	Selection Test; Project Based Assessment
		Students will analyze foreshadowing in a text using elements of dialogue and imagery. (LA8.RP.3)			

		Students will analzye a film adaptation of a short story and examine similarities and differences.(LA. 8.RP.3)		Film Clip: from The Monkey's Paw	Selection Test; Project Based Assessment
		Students will analyze an epic poem and reflect on style, culture, and themes.(lA8.RP.7)		Epic Poem: from The Aeneid of Virgil	Selection Test; Project Based Assessment
		Students will analyze a modern adaptation of a classical Greek myth.(LA8.RP.5)		Graphic Novel: from Hades: Lord of the Dead	
					Unit 2 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 3: Places We Call Home	Weeks 13-18	Students will analyze plot structure in a literary text. (LA8.RP.2)	Refugee	*from* The book of Unknown Americans (Novel Passage)	Selection Test; Project Based Assessment
		Students will analyze a theme in two or more literary texts.(LA8.RP.4)			
Possible Novels: Refugee		Students will analyze plot structure in a literary text. (LA8.RP.2)		Short Story: My Favorite Chaperone	Selection Test; Project Based Assessment
Short Reads: My Father and the Figtree; Golden Class; A Place to Call Home; Salmon Boy		Students will analyze characterization through description, thoughts, speech, and actions.(LA8. RP.3)			
		Students will use context clues to define unfamiliar vocabulary words. (LA8.RP.4)			
		Students will analyze a theme in two or more literary texts.(LA8.RP.4)		Poem: Spirit Walking in the Tundra	Selection Test; Project Based Assessment
		Students will analyze an author's use of imagery to create feeling and meaning in a poem.(LA.8.RP.3)			
		Students will evaluate a documentary for it's purpose and motive.(LA8.RP8)		Documentary: New Immigrants Share Their Stories	Selection Test; Project Based Assessment
		Students will analzye text features of an informational text.(LA8. RI4)		Informational Text: A Common Bond	
		Students will use context clues to determine the meaning of a multiple-meaning word. (LA8.RP.4)			
					Unit 3 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 4: The Fight for Freedom	Weeks 19-24	Students will analyze the elements of an autobiography,(LA.8.RP.8)	The Not So Boring Letters of Private Nobody	Autobiography: *from* Narrative of the Life of Frederick Douglass, an American Slave	Selection Test; Project Based Assessment
		Students will analyze organizational text structure of an informational text.(LA.8.RI.4)			
		Students will determine the connotation and denotation of a vocabulary word.(LA.8.V.1)			
Possible Novels: The Not So Boring Letters of Private Nobody		Students will analyze the setting of a text (historical fiction). (LA8.RP.2)		Historical Fiction: The Drummer Boy of Shiloh	Selection Test; Project Based Assessment

Short Reads: I Saw Old General at Bay; from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis; A Mystery of Heroism; My Friend Douglass; Civil War Journal		Students will analyze figurative language in a literary text.(LA8.RP.2)			
		Students will analyze figurative language in a poem.(LA8.V.1)		Poem: O Captain! My Captain!	Selection Test; Project Based Assessment
		Students will analyze the tone of a poem. (LA8. RP1)			
		Students will analyze the elements of a biography. (LA8.RP.8)		Biography: *from* Harriet Tubman: Conductor on the Underground Railroad	Selection Test; Project Based Assessment
		Students will analyze word choice for its effect on tone.(LA8.RP.2)			
		Students will analyze figurative language in a poem.(LA8.RP.3)		Poem: Not My Bones	Selection Test; Project Based Assessment
		Students will analyze chronological order (text structure).(LA8.RP.4)		History Writing: *from* Fortune's Bones	
					Unit 4 Assesment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 5: Finding Your Path	Weeks 25-30	Students will analyze a character's perspective in a literary text.(LA8.RP.3)	The Boy Who Harnessed the Wind; Touching Spirit Bear; The Outsiders	Novel: *from* Bronx Masquerade	Selection Test; Project Based Assessment
		Students will analzye the characterization in a literary text.(LA8.RP.3)			
		Students will use context clues to define vocabulary words. (LA8.V.1)			
Possible Novels: The Boy Who Harnessed the Wind; Touching Spirit Bear; The Outsiders		Students will analzye the text structure and text features of an informational text. (LA8.RI.4)		Informational Text: The Debt We Owe to the Adolescent Brain	Selection Test; Project Based Assessment
Short Reads: Teenagers; Identify; Hard on the Gas; Marigolds; My Summer of Scooping Ice Cream		Students will analzye the author's purpose for writing an informational text. (LA8.RP.1)			
		Students will compare the structure of two poems. (LA8.RP4)		Poem: Hanging Fire; Summer of His Fourteenth Year	Selection Test; Project Based Assessment
		Students will analyze a claim and evidence in an argumentive text. (LA8.RP.3)		Argument: It's Complicated: The Social Lives of Networked Teens	Selection Test; Project Based Assessment
		Students will identify counterclaims in an argumentive text.(LA8.RP.3)			
		Students will use context clues to define vocabulary words. (La8.V.1)			
		Students will analyze the structure of an argumentive text.(LA8.RP.4)		Argument: Outsmart Your Smartphone	Selection Test; Project Based Assessment
		Students will analyze rhetorical devices used in an argumentive text. (LA8.RP.2)			

					Unit 5 Assessment
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Into Literature Materials**	**Assessment**
Unit 6: The Legacy of Anne Frank	Weeks 31-36	Students will analzye the elements of a drama. (LA8.RP.8)	Anne Frank: The Diary of a Young Girl	Drama: The Diary of Anne Frank	Selection Test; Project Based Assessment
Possible Novels: Anne Frank: The Diary of a Young Girl		Students will analzye the elements of a diary.(LA8. RP.8)		Diary: *from* The Diary of a Young Girl	Selection Test; Project Based Assessment
Short Reads: Peace Can Happen; The Butterfly/On a Sunny Evening; The Singing Women; *from* A Tragedy Revealed: A Heroine's Last Days; Nobel Prize Acceptance Speech (Elie Wiesel)		Students will make inferences about a text.(LA8. RP.6)			
		Students will determine the connotation and denotation of a vocabulary word. (LA8.V.1)			
		Students will analyze different types of appeals to support an author's writing.(LA.8.RP.5)		Speech: After Auschwitz	Selection Test; Project Based Assessment
		Students will analyze rehetorical devices used by an author to enhance their arguments. (LA8. RP.3)			
		Students will analyze sound devices used in a poem.(LA.8.RP.4)		Poem: There But for the Grace; Days	Selection Test; Project Based Assessment
		Students will analyze figurative language used in a poem.(LA.8.RP.3)			
					Unit 6 Assessment

Unit/GENRE/THEME	Pacing	Learning Goals	Process Writing	Assessment	Standards
Narrative Unit	Week 1-7	1. Students will compose a writing that conveys real or imagined experiences. 2. Students will use prewrite activities (graphic organizers) to plan, organize and draft a writing. 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Introducing narrator/characters, maintain point of view, organize an event sequence using narrative transitions. Components of narrative writing (plot diagram, narrative transitions, unfolding events). Use dialogue, description and figurative language, to develop characters, setting, and plot. Precise words and phrases and figurative language to express voice through showing and not telling, CUPS to edit(capitalization, usage punctuation, and spelling, ARMS to revise (Add, remove, move, substitute).	Memoir, narrative short story, show/not tell project	8.W.2a-e 8. W.3a-e
Argument Unit	Week 8-12	1. Students will write arguments with language that clearly introduces a claim with organized evidence increasing in complexity and length 2. Students will analyze a text and develop a claim that is supported with text-evidence. 3. Students will gather and use credible evidence from sources 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Prewriting to develop topic, Graphic organizers (R.A.C.E.R) to organize writing. Adjust writing for various audiences. Short and long-term writing projects, increasing length and complexity, Analyze a text, identify key information to use as evidence to support claim, cite evidence, address opposing claims, transitions, persuasive language, defend counterclaims, present ideas to an audience, Edit, proofread, and consider feedback from adults and peers.	Opinion/Review article, Text dependent analysis, Patriot's Pen prewrite and plan, advertisement	8.W.2a-e 8. W.4a-f. 8.W. 6 a
Informative Unit	Week 13-18	1. Students will write to explain a topic while organizing writing logically with transitions increasing in complexity and length 2. Students will gather and use credible evidence from sources 3. Students will use the writing process to prewrite, plan, draft, revise, edit, and proofread their writing.	Introduce topic & group info logically, concrete details and examples, transitions, multi paragraph writing with intro and conclusion, evaluate sources, note-taking, collect and organize information, citing sources correctly, academic integrity. Color coding writing for organization, incorporate text features (graph, diagram, etc.), digital tools to produce and publish writing, use feedback from peers and adults to improve writing.	Informative Research Project, Utilizing credible sources quiz	8.W.2a-e 8. W.5a-d 8.W. 6 a-e
Pacing	Learning Goals	Grammar	Greek and Latin Roots	Assessment	Standards

Week 1-2	Students will identify and apply knowledge of nouns, pronouns, and adjectives	***Into Lit- Grammar Practice Book*** Module 2: Nouns (Common, proper, abstract, & concrete), pronouns (demonstrative and relative), adjectives (proper)	***Vocabulary from Latin & Greek Roots Book*** Unit 1 Roots: erg/urg, vig, ig/ag/act/eg	Combined Teacher Created Quiz	8.W.1a 8.V.1 b 8.V.1 c 8.V.2b 8.V. 2c
Week 3-4	Students will identify and apply correct capitalization in a variety of situations	Module 13: Capitalization (pronoun I, Proper nouns, places, people, groups, organizations, religions, objects, events, structures, awards, titles, school subjects, first words, proper adjectives)	Unit 2 Roots: pos/pon, stan/stat, thes/thet	Combined Teacher Created Quiz	8.W.1a 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 5-6	Students will identify and apply knowledge of verbs, adverbs, prepositions, conjunctions, and interjections	Module 3: Parts of Speech Verbs (linking/helping, adverbs, prepositions, conjunctions, and interjections	Unit 3 Roots: cept/cip/ceive, hab/hib, dit, don	Combined Teacher Created Quiz	8.W.1c 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 7-8	Students will identify and apply correct verbs and verb tense	Module 9: Verbs- Principal parts, regular and irregular verbs, verb tense, sit/set, rise/raise, lie/lay	Unit 5 Roots: hum, stell, astr, neb/nimb, celes, terr	Combined Teacher Created Quiz	8.W.1c 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 9		Review above		End of quarter assessment	
Week 10-11	Students will identify and apply grammati	**Supplemented** Grammatical Moods (indicative, subjunctive, conditional, imperative)	Unit 6 Roots: curs/course, celer, vola, mov, fug	Combined Teacher Created Quiz	8.W.1d 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 12-13	Students will identify and apply knowledg	Module 1: Sentence sense, run-ons, subject & predicate, simple subject and predicate, compound subjects and verbs	Unit 7 Roots: val/vail, fort, dur, rob, solid	Combined Teacher Created Quiz	8.W.1f 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 14-15	Students will identify and apply sentence structures	Module 7: Sentence Structure (simple, compound, complex, compound-complex)	Unit 8 Roots: insul, idio, num, plus/plur, sing	Combined Teacher Created Quiz	8.W.1 8.V.1 b 8.V.1 c 8. V.2b 8.V.2c
Week 16-17	Students will identify and apply correct punctuation including end marks, commas, semicolons and colons	Module 14: Punctuation (end marks and abbreviations, comma usage (in a series, compound sentences, commas with interrupters, introductory words, phrases, and clauses, dates, addresses, friendly letters), semicolons, colons	Unit 11 Roots: vet, freq, ann, chron, temp	Combined Teacher Created Quiz	8.W.1b 8.W. 1e 8.V.1 b 8. V.1 c 8.V.2b 8.V.2c
Week 18		Review Above		End of quarter assessment	
Supplemented by Reading teacher in weeks at their discretion	Students will identify and apply correct punctuation including quotations, apostrophes, contractions, ellipsis,	Module 15 Punctuation (italics/underlining, quotation marks, apostrophes, contractions, ellipses points)			8.W.1b
	Students will identify and apply a variety of phrases and ensure parallel structure	Module 5: Phrases (adjective, adverb, participles and participial, gerunds, infinitive, and appositives)			8.W.1c, 8.W. 1e

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Central Ideas and Details				
	LA.10.RP.1	Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	Unit 1 > Integrated Reading and Writing > The Necklace > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > The Necklace > Skill: Theme > Your Turn Unit 1 > Integrated Reading and Writing > The Necklace > Close Read: The Necklace > Read > Skills Focus Unit 1 > Integrated Reading and Writing > The Necklace > Close Read: The Necklace > Write Unit 2 > Integrated Reading and Writing > Volar > Skill: Theme > Model Unit 2 > Integrated Reading and Writing > Volar > Skill: Theme > Your Turn Unit 2 > Integrated Reading and Writing > Volar > Close Read: Volar > Write Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Theme > Model Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Write	Define theme. Define implicit and explicit theme and articulate the difference.	Analyze, implicit, explicit	Reinforce
	LA.9.RP.2	Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Character > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Character > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Textual Evidence > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Close Read: Marigolds > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Close Read: Marigolds > Write Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Skill: Character > Model Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Skill: Character > Your Turn Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Close Read: The Cask of Amontillado > Read > Skills Focus Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Close Read: The Cask of Amontillado > Write Unit 3 > Integrated Reading and Writing > Odyssey (Book XII) > Close Read: Odyssey (Book XII) > Write	Analyze and label characters (characterization, round/flat, dynamic, static, foils). Analyze setting for impact and limitations. Idenfity and label plot events as a function. Look for deeper meanings beyond the surface.	Characters (characterization, round/flat, dynamic, static), setting, plot events	Reinforce
		Author's Craft		**What makes great craft?**		
	LA.10.RP.3	Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	Unit 2 > Integrated Reading and Writing > The Journey > Skill: Point of View > Model Unit 2 > Integrated Reading and Writing > The Journey > Skill: Point of View > Your Turn Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Point of View > Model Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Point of View > Your Turn Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Skills Focus	Note author's choices and examine alternatives. Analyze how POV impacts story.	POV (narrator), great craft	Reinforce
	LA.9.RP.4	Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Skill: Story Structure > Model Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Skill: Story Structure > Your Turn Unit 4 > Integrated Reading and Writing > The Cask of Amontillado > Close Read: The Cask of Amontillado > Read > Skills Focus 4 Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Story Structure > Model Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Story Structure > Your Turn Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Read > Skills Focus 1-2 Unit 4 > Integrated Reading and Writing > The Tragedy of Romeo and Juliet (Act II, Scene II) > Skill: Dramatic Elements and Structure > Model Unit 4 > Integrated Reading and Writing > The Tragedy of Romeo and Juliet (Act II, Scene II) > Your Turn Unit 2 > Integrated Reading and Writing > The Journey > Skill: Poetic Elements and Structure > Model Unit 2 > Integrated Reading and Writing > The Journey > Close Read: The Journey > Read > Skills Focus	Identify and label time manipulations. Explain how tension is built in a story.	Annotate for attention to text structure, manipulation of time (flashback, flashforward, foreshadowing), tension	Reinforce
		Knowledge and Ideas				
	LA.10.RP.5	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	Unit 1 > Integrated Reading and Writing > St. Lucy's Home for Girls Raised by Wolves > Skill: Allusion > Model Unit 1 > Integrated Reading and Writing > St. Lucy's Home for Girls Raised by Wolves > Skill: Allusion > Your Turn Unit 1 > Integrated Reading and Writing > St. Lucy's Home for Girls Raised by Wolves > Close Read: St. Lucy's Home for Girls Raised by Wolves > Write Unit 4 > Integrated Reading and Writing > The Tragedy of Romeo and Juliet (Act II, Scene II) > Skill: Allusion > Model Unit 4 > Integrated Reading and Writing > The Tragedy of Romeo and Juliet (Act II, Scene II) > Skill: Allusion > Your Turn Unit 4 > Integrated Reading and Writing > The Tragedy of Romeo and Juliet (Act II, Scene II) > Close Read: The Tragedy of Romeo and Juliet (Act II, Scene II) > Write	The student will analyze an author's craft and identify trends with authors.	Allusions, source material, building historical context, how text becomes source material itself	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.9.RP.6	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Unit 1 > Integrated Reading and Writing > The Necklace > Skill: Theme > Model + Your Turn Unit 1 > Integrated Reading and Writing > The Necklace > Close Read: The Necklace > Write Unit 1 > Integrated Reading and Writing > The Necklace > Close Read: The Necklace > Teacher Edition > 4. Write > Beyond the Book Unit 2 > Integrated Reading and Writing > Volar > Skill: Theme > Model + Your Turn Unit 2 > Integrated Reading and Writing > Volar > Close Read: Volar > Write Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Theme > Model + Your Turn Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Write Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Read > Skills Focus 3-4	The student will analyze theme and explore connections to the text.	Noting repetition (motif) and inferencing, active reading	Reinforce
	LA.10.RP.7	Analyze multiple perspectives within and across a wide range of literary texts.	Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Point of View > Model Unit 5 > Integrated Reading and Writing > Catch the Moon > Skill: Point of View > Your Turn Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Skills Focus Unit 5 > Integrated Reading and Writing > Catch the Moon > Close Read: Catch the Moon > Write Unit 2 > Integrated Reading and Writing > The Journey > Skill: Point of View > Model Unit 2 > Integrated Reading and Writing > The Journey > Skill: Point of View > Your Turn Unit 2 > Integrated Reading and Writing > The Journey > Close Read: The Journey > Skills Focus Unit 2 > Integrated Reading and Writing > The Journey > Close Read: The Journey > Write	The student will explore multiple perspectives using a variety of literature.	Tracking and noting perspectives	Reinforce
		Range of Reading and Level of Text Complexity				
	LA.10.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	Grade 9 ELA Overview > Text Complexity > Pages 3-97 Unit 1 > Integrated Reading and Writing > Metamorphoses > Independent Read: Metamorphoses > Read Unit 6 > Integrated Reading and Writing > The Scarlet Ibis > First Read: The Scarlet Ibis > Read Unit 3 > Integrated Reading and Writing > Odyssey (Book XII) > First Read: Odyssey (Book XII) > Read Unit 4 > Integrated Reading and Writing > Blues Ain't No Mockin Bird > First Read: Blues Ain't No Mockin Bird > Read Unit 5 > Integrated Reading and Writing > The Raven > First Read: The Raven > Read Unit 1 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 1 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Your Turn Unit 4 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 5 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 5 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Your Turn Unit 5 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected	The student will read and engage in grade level text.	Tracking comprehension and independantly monitor success and confusion.	Reinforce
		Central Ideas and Details				
	LA.10.RI.1	Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Skill: Central or Main Idea > Model Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Skill: Central or Main Idea > Your Turn Unit 5 > Integrated Reading and Writing > Love in a Headscarf > Skill: Central or Main Idea > Model Unit 5 > Integrated Reading and Writing > Love in a Headscarf > Skill: Central or Main Idea > Your Turn Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Close Read: Quiet: The Power of Introverts in a World That Can't Stop Talking > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Close Read: Quiet: The Power of Introverts in a World That Can't Stop Talking > Read > Write	The student will explore central ideas in informational text.	Analyze, implicit, explicit, fiction vs. nonfiction	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.RI.2	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Skill: Informational Text Elements > Model Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Skill: Informational Text Elements > Your Turn Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Close Read: Leon Bridges on Overcoming > Childhood Isolation and Finding His Voice: You Can't Teach Soul > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Skill: Informational Text Elements > Model Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Skill: Informational Text Elements > Your Turn Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Close Read: Quiet: The Power of Introverts in a World That Can't Stop Talking > Read > Skills Focus 1, 2, and 3. Unit 6 > Integrated Reading and Writing > Maus > Skill: Informational Text Elements > Model Unit 6 > Integrated Reading and Writing > Maus > Skill: Informational Text Elements > Your Turn Unit 6 > Integrated Reading and Writing > Maus > Close Read: Maus > Read > Skills Focus 3 Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Close Read: Wild: From Lost to Found on the Pacific Crest Trail > Write	The student will analyze key ideas and concepts of the text to build meaning.	Characters (characterization, round/flat, dynamic, static), setting, plot events, key ideas	Reinforce
		Author's Craft				
	LA.10.RI.3	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Skill: Author's Purpose and Point of View > Model Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Skill: Author's Purpose and Point of View > Your Turn Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Close Read: Remarks to the Senate in Support of a Declaration of Conscience > Write Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Skill: Author's Purpose and Point of View > Model Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Skill: Author's Purpose and Point of View > Your Turn Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Skill: Author's Purpose and Point of View > Model Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Skill: Author's Purpose and Point of View > Your Turn Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Close Read: An Indian Father's Plea > Read > Skills Focus Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > I Have a Dream > Close Read: I Have a Dream > Read > Skills Focus Unit 1 > Integrated Reading and Writing > I Have a Dream > Close Read: I Have a Dream > Write	Students will explore authors perpective and how they present their point of view.	Diction and purpose, ethos, pathos, logos	Reinforce
	LA.10.RI.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Informational Text Structure > Model Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Informational Text Structure > Your Turn Unit 2 > Integrated Reading and Writing > Restless Genes > Close Read: Restless Genes > Read > Skills Focus 2-3 Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Skill: Informational Text Structure > Model Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Skill: Informational Text Structure > Your Turn Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Close Read: An Indian Father's Plea > Read > Skills Focus Unit 3 > Integrated Reading and Writing > An Indian Father's Plea > Close Read: An Indian Father's Plea > Write Unit 2 > Integrated Reading and Writing > Restless Genes > Close Read: Restless Genes > Write	Students will explore authors perpective and how they present their point of view.	Author's purpose and development	Reinforce
		Knowledge and Ideas				
	LA.10.RI.5	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.	Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Primary and Secondary Sources > Model Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Primary and Secondary Sources > Your Turn Unit 1 > Integrated Reading and Writing > I Have a Dream > Close Read: I Have a Dream > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Skill: Primary and Secondary Sources > Model Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Skill: Primary and Secondary Sources > Your Turn Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Close Read: Remarks to the Senate in Support of a Declaration of Conscience > Read > Skills Focus	Students will analyze informational texts to expand knowledge of historical and cultural significance.	Allusion, cultural significance (lens), who is telling the story for whom, who/what is missing?	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.10.RI.6	Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.	Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Skill: Arguments and Claims > Model Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Skill: Arguments and Claims > Your Turn Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Close Read: The Origin of Intelligence > Read > Skills Focus Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Skill: Logical Fallacies > Model Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Skill: Logical Fallacies > Your Turn Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Close Read: The Origins of Intelligence > Read > Skills Focus Unit 3 > Integrated Reading and Writing > The Origin of Intelligence > Close Read: The Origins of Intelligence > Write	Students will compare and contrast two pieces of work on the same topic.	Compare AND contrast, exposure to different arguments	Reinforce
	LA.10.RI.7	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.	Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Skill: Informational Text Elements > Model Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Skill: Informational Text Elements > Your Turn Unit 2 > Integrated Reading and Writing > Leon Bridges on Overcoming Childhood Isolation and Finding His Voice: You Can't Teach Soul > Close Read: Leon Bridges on Overcoming > Childhood Isolation and Finding His Voice: You Can't Teach Soul > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Skill: Informational Text Elements > Model Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can' t Stop Talking > Skill: Informational Text Elements > Your Turn Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Close Read: Quiet: The Power of Introverts in a World That Can't Stop Talking > Read > Skills Focus 1, 2, and 3. Unit 6 > Integrated Reading and Writing > Maus > Skill: Informational Text Elements > Model Unit 6 > Integrated Reading and Writing > Maus > Skill: Informational Text Elements > Your Turn Unit 6 > Integrated Reading and Writing > Maus > Close Read: Maus > Read > Skills Focus 3 Unit 2 > Integrated Reading and Writing > Wild: From Lost to Found on the Pacific Crest Trail > Close Read: Wild: From Lost to Found on the Pacific Crest Trail > Write	Students will analyze how an author unforlds a series of events.	Intentional sequencing - noting it and evaluating effectiveness.	Reinforce
		Range of Reading and Level of Text Complexity				
	LA.10.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.	Grade 9 ELA Overview > Text Complexity > Page 3-97 Unit 1 > Integrated Reading and Writing > Why I Lied to Everyone in High School About Knowing Karate > Independent Read: Why I Lied to Everyone in High School About Knowing Karate > Read Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > First Read: Remarks to the Senate in Support of a Declaration of Conscience > Read Unit 3 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected Unit 5 > Integrated Reading and Writing > Love in a Headscarf > First Read: Love in a Headscarf > Read Unit 6 > Integrated Reading and Writing > Advice to Little Girls > Independent Read: Advice to Little Girls > Read Unit 4 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected Unit 2 > Integrated Reading and Writing > Restless Genes > First Read: Restless Genes > Read Unit 2 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 3 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model	Students will read and comprehend a wide range of informational texts.	Active reading and annotation	Reinforce
		Acquisition and Use				
	LA.10.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Vocabulary Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Vocabulary Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 3 > Integrated Reading and Writing > The Most Dangerous Game > Close Read: The Most Dangerous Game > Vocabulary	Students will explore grade level vocabulary to increase comprehension.	Tone vocabulary	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.10.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Context Clues > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Context Clues > Your Turn Unit 3 > Integrated Reading and Writing > Georgia O'Keeffe > Skill: Context Clues > Model Unit 3 > Integrated Reading and Writing > Georgia O'Keeffe > Skill: Context Clues > Your Turn	Students will explore grade level vocabulary to increase comprehension.	Context clues and function	Reinforce
	LA.10.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).	Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Skill: Word Patterns and Relationships > Model Unit 4 > Integrated Reading and Writing > Quiet: The Power of Introverts in a World That Can't Stop Talking > Skill: Word Patterns and Relationships > Your Turn Unit 6 > Integrated Reading and Writing > Letters to a Young Poet > Skill: Word Patterns and Relationships > Model Unit 6 > Integrated Reading and Writing > Letters to a Young Poet > Skill: Word Patterns and Relationships > Your Turn	Students will explore grade level vocabulary to increase comprehension.		Reinforce
	LA.10.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Word Meaning > Model Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Word Meaning > Your Turn Unit 6 > Integrated Reading and Writing > The Scarlet Ibis > Skill: Word Meaning > Model Unit 6 > Integrated Reading and Writing > The Scarlet Ibis > Skill: Word Meaning > Your Turn	Students will explore grade level vocabulary to increase comprehension.	etymology	Reinforce
		Context and Connotations				
	LA.10.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Library > Skills > Search: Technical Language > Filter: Grade 9 > Spotlight: Technical Language > Model Library > Skills > Search: Technical Language > Filter: Grade 9 > Spotlight: Technical Language > Your Turn For correlations to cover figurative and connotative language, see the breakout standards below.	Students will explore figurative languge in informational text.	Connotation vs denotation, figurative language, nuance, text features	Reinforce
	LA.10.V.2.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.	Unit 6 > Integrated Reading and Writing > I Know Why the Caged Bird Sings > Skill: Figurative Language > Model Unit 6 > Integrated Reading and Writing > I Know Why the Caged Bird Sings > Skill: Figurative Language > Your Turn Unit 5 > Integrated Reading and Writing > Integrated Reading and Writing > Dusting > Skill: Figurative Language > Model Unit 5 > Integrated Reading and Writing > Integrated Reading and Writing > Dusting > Close Read: Dusting > Write Unit 5 > Integrated Reading and Writing > A Song of Changgan > Independent Read: A Song of Changgan > Write	Students will explore figurative languge in informational text.		Reinforce
	LA.10.V.2.b	b.Analyze nuances in the meanings of words with similar denotations.	Unit 5 > Integrated Reading and Writing > The Raven > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > The Raven > Skill: Connotation and Denotation > Your Turn Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Connotation and Denotation > Model Unit 4 > Integrated Reading and Writing > Blues Ain't No Mockingbird > Skill: Connotation and Denotation > Model Unit 1 > Integrated Reading and Writing > Angela's Ashes > Skill: Language, Style, and Audience > Model Unit 1 > Integrated Reading and Writing > Angela's Ashes > Skill: Language, Style, and Audience > Your Turn	Students will explore figurative languge in informational text.		Reinforce
		Production of Writing				
	LA.10.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.*	Unit 2 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Read Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.W.1.a	a. Apply knowledge of rules for capitalization.	Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Capitalization > Capitalization - Other Proper Nouns > Model + Your Turn Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Capitalization > Capitalization - Quotations > Model + Your Turn Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Capitalization > Capitalization - Proper Adjectives > Model + Your Turn Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Capitalization > Capitalization -Sentences > Model + Your Turn Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write - Checklist	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.b	b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons and Semicolons > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons and Semicolons > Your Turn Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Skill: Conjunctive Adverbs > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Colons > Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.c	c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Model Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Your Turn Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.d	d. Select and use verbs with appropriate voice and mood.	Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Verbs > Active and Passive Voice > Model + Your Turn Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Voice and Mood > Model + Your Turn Library > Skills > Filter > Select: Grade 9 > Select: Grammar > Search: Verbs > Verbs - Verb Moods > Model + Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure - Sentence Fragments > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure - Run-On Sentences > Model + Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Independent and Dependent Clauses > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Subject-Verb > Subject-Verb Agreement > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Distinguishing Tenses > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Tenses > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Voice and Mood > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Verb Moods > Model + Your Turn Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Model > Teacher Edition - Instruction 2. Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Model > Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Independent and Dependent Clauses > Model > Teacher Edition - Instruction 2. Model Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Independent and Dependent Clauses > Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Unit 3 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 3 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 3 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Peer Review > Model	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Unit 5 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write Unit 5 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write Unit 2 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Narrative Writing Process: Draft > Write Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 2 > Integrated Reading and Writing > Apollo 13: Mission Highlights > Independent Read: Apollo 13: Mission Highlights > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Unit 1 > Integrated Reading and Writing > Metamorphoses > Independent Read: Metamorphoses> Write (Personal Response) Unit 3 > Integrated Reading and Writing > Georgia O'Keeffe> Close Read: Georgia O'Keeffe > Write (Rhetorical Analysis) Unit 6 > Integrated Reading and Writing > Lumberjanes Vol. 1: Beware the Kitten Holy > Close Read: Lumberjanes Vol. 1: Beware the Kitten Holy > Write (Literary Analysis) Unit 1 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 4 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 6 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 1 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Narrative Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Peer Review > Model Unit 1 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write > Teacher Edition: 1. Write - Review Revision Guide + Peer Review and Reflect Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write > Teacher Edition: 1. Write - Review Revision Guide + Peer Review and Reflect Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write > Teacher Edition: 1. Write - Review Revision Guide + Peer Review and Reflect Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 1 > A Voice > Independent Read: A Voice > Write > View Rubric – Language and Conventions Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Peer Review > Model + Your Turn	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Grade 9 > Additional Resources > Project Based Learning > Page 25 > The Art of Disguise Grade 9 > Additional Resources > Project Based Learning > Page 26 > Community Cleanup Day Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 4 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Research Writing Process: Edit and Publish > Write Unit 6 > Integrated Reading and Writing > I Know Why the Caged Bird Sings > Blast: Growing Paynes > Create Your Blast	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
		Modes of Writing				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.*	Unit 4 > Integrated Reading and Writing > West Side Story > Close Read: West Side Story > Write (Drama) Unit 6 > Integrated Reading and Writing > Letters to a Young Poet > Close Read: Letters to a Young Poet > Write (Correspondence) Unit 6 > Integrated Reading and Writing > The Girl Who Can > Independent Read: The Girl Who Can > Write (Narrative) See additional correlations for breakout standards below	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Sequencing > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Sequencing > Your Turn 1 Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Sequencing > Your Turn 2	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Descriptive Details > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Descriptive Details > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Descriptive Details > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce

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			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reason and Relevant Evidence > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reason and Relevant Evidence > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reason and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reason and Relevant Evidence > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.b	b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce

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	LA.10.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.6	*Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).*	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations >Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations >Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Your Turn Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).	Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations >Write Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Model Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Your Turn Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Library > Blasts > Filter > Search: To Be Honest > Blast: To Be Honest > Background Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model + Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model + Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model + Your Turn	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
		Comprehension and Collaboration				
	LA.10.SL.1	*Initiate and participate in structured discussions and collaborations about grade-level topics and texts.*	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 3 > Integrated Reading and Writing > The Singularity is Near > Close Read: The Singularity is Near > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 3 > Integrated Reading and Writing > The Singularity is Near > Close Read: The Singularity is Near > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 3 > Integrated Reading and Writing > The Singularity is Near > Close Read: The Singularity is Near > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation Process - Edit and Present > Model - Active Listening Checklist	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.SL.1.e	e. Complete a task following complex, multi-step directions.	Grade 9 > Additional Resources > Project Based Learning > Page 22 > Welcome Packet Grade 9 > Additional Resources > Project Based Learning > Page 23 > Book Festival Grade 9 > Additional Resources > Project Based Learning > Page 24 > Community Service Matching Tool Grade 9 > Additional Resources > Project Based Learning > Page 25 > Community Performance Grade 9 > Additional Resources > Project Based Learning > Page 26 > Community Cleanup Day Grade 9 > Additional Resources > Project Based Learning > Page 27 > Mentorship Program	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
		Presentation of Knowledge and Ideas				
	LA.10.SL.2	*Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Unit 6 > Extended Oral Project and Grammar > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Skill: Communicating Ideas > Your Turn + Write Unit 6 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write - Presentation Checklist	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Unit 6 > Extended Oral Project and Grammar > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Skill: Communicating Ideas > Your Turn + Write Unit 6 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write - Presentation Checklist	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Edit and Present > Edit and Present: Write Unit 3 > Integrated Reading and Writing > The Singularity is Near > Close Read: The Singularity is Near > Write Unit 4 > Integrated Reading and Writing > Blues Ain't No Mockin Bird > Close Read: Blues Ain't No Mockin Bird > Write	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.c	c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Unit 6 > Extended Oral Project > Revise > Skill: Reasons and Evidence > Model Unit 6 > Extended Oral Project > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Skill: Author's Purpose and Point of View > Model Unit 4 > Integrated Reading and Writing > Remarks to the Senate in Support of a Declaration of Conscience > Close Read: Remarks to the Senate in Support of a Declaration of Conscience > Write Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > I Have a Dream > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > I Have a Dream > Close Read: I Have a Dream > Read > Skills Focus Unit 1 > Integrated Reading and Writing > I Have a Dream > Close Read: I Have a Dream > Write	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Unit 5 > Integrated Reading and Writing > The Raven > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > The Raven > Skill: Connotation and Denotation > Your Turn Unit 2 > Integrated Reading and Writing > Restless Genes > Skill: Connotation and Denotation > Model + Your Turn Unit 4 > Integrated Reading and Writing > Blues Ain't No Mockin Bird > Skill: Connotation and Denotation > Model + Your Turn Unit 4 > Integrated Reading and Writing > Blues Ain't No Mockin Bird > Close Read: Blues Ain't No Mockin Bird > Write Library > Blast > Search: In the Deep > Blast: In the Deep Library > Blast > Search: Word for Word > Blast: Word for Word	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.e	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Intro Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Read Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
SHAKESPEARE	4 weeks	**SWBAT** recognize and define elements of drama (soliloquy, monologue, dialogue, aside, stage directions, prologue, tragedy). **SWBAT** define summary, paraphrase, and parallel structure. Students will provide examples of each through the play. **SWBAT** recognize literary devices and plot elements in use and analyze their significance & efficacy: (alliteration, allusion, characterization, dynamic vs. static characters, foils, climax, types of irony, foreshadowing, metaphor, motif, pun, simile, theme). **SWBAT** apply understanding of sound devices (rhyme scheme, couplet, meter, iambic pentameter) to create a standard Shakespearean sonnet. **SWBAT** incorporate text evidence to support summary and analysis (introducing citations). Students will also learn about interview techniques when interviewing own parents/guardians and then will write a synopsis of that interview while comparing and contrasting these results with those of the characters to synthesize a statement about relationship values. Students will then analyze motif for meaning and will then produce a written representation about the meaning and value of the motif.	*The Tragedy of Romeo and Juliet*	"Sonnet 116"	Student scene adaptions, sonnet, quizzes, Act 1&2 test, Final
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
MEMOIR: Lit Circles, Topic: Divided We Fall	2 weeks	SWBAT define notice and note sign posts and apply those to the group reading; SWBAT identify author's purpose and analyze craft with attention to sequencing and voice	*Persepolis*, *Night*	"Marigolds" - the importance of learning other perspectives, poem "Welcome to America," Poem "Ode to the Selfie," Brené Brown's "Braving the Wilderness," TED "Power of Vulnerability,"	Student choice assessment; "This I Believe" Speech
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
ALLEGORY	2 weeks	SWBAT define symbolism, allegory, and lens (government, psychological, trauma); SWBAT develop symbolic interpretation through their selected lens (focusing on characters) and defend it with text evidence; SWBAT create their own symbols with explanation	*Lord of the Flies*	"The Cask of Amontillado," "The Scarlet Ibis," "St. Lucy's Home for Girls Raised by Wolves"	Mask project; reading checks
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
UNIVERSAL THEME	4 weeks	SWBAT track thematic development through textual passages and apply those in the novel and to their own lives; SWBAT identify historical/cultural influences on the novel (specifically Jim Crow, court language, and gender expectations); SWBAT generate a stance on controversial novels	*To Kill a Mockingbird*	*"To My Younger Self," Just Mercy* excerpts; "A Woman's Place"	One pager; Part one test, final
STATE FAIR: Scholarship Writing					

English 9 Support- Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials/Supporting Materials	Assessment
Short Stories	3 weeks	SWBAT: identify, define, and use plot elements, including exposition, rising action, climax, falling action, resolution, setting, and climax.		"The Bass, The River, and Sheila Mant," "Sniper," "A Sound of Thunder," "The Pedestrian," "The Most Dangerous Game," "The Cask of Amontillado," "The Scarlet Ibis," "The Lady or the Tiger," "If There Be Sorrow"	Reading Checks
		SWBAT: identify, define, and use figurative language, including simile, metaphor, personification, and hyperbole.		Blasts	Class and Group Discussions
		SWBAT: identify, define, and use figurative elements, including but not limited to foreshadowing, predictions, and suspense.		ELL Resources- extended writing and tools	Written Responses
		SWBAT: identify, define, and use author's purpose, author's tone, and the different forms of irony (situational, verbal, dramatic).		Vocabulary and Grammar Skills	Summative Test
		SWBAT: identify and define symbolism.			
		SWBAT: identify and define inference.			
Drama/Shakespeare	5 weeks	SWBAT: Identify and define the elements of a drama, including but not limited to soliloquy, monologue, dialogue, aside, stage directions, prologue, and tragedy.	Romeo and Juliet	Blasts	Reading Checks
		SWBAT: define and identify summary, paraphrase, and parallel structure throughout the play.		ELL Resources- extended writing and tools	Class and Group Discussions
		SWBAT: recognize literary devices and plot elements in use and analyze their significance and efficacy (alliteration, allusion, characterization, types of characters, foils, climax, types of irony, foreshadowing, metaphor, motif, pun, simile, theme).		Grammar and Vocabulary Skills	Written Responses
		SWBAT: apply understanding of sound devices (rhyme scheme, couplet, meter, iambic pentameter).		Thematic Selections (short stories and sonnets)	Summative Test
		SWBAT: incorporate text evidence to support summary and analysis of the play.			
Memoir	5 weeks	SWBAT: reflect on identity, how it is formed, and how it connects to elements of the Holocaust.	*Night*	Blasts	Reading Checks
		SWBAT: annotate historical resources to use text evidence as support.		Thematic Selection (short stories)	Class and Group Discussions
		SWBAT: reflect on the moral complexity represented in resources about and from the Holocaust.		ELL Resources- extended writing and tools	Written Responses
		SWBAT: identify author's purpose and voice.		Vocabulary/Grammar Skills	Summative Test
		SWBAT: analyze, compare, and contrast different stories of survival during the Holocaust to Elie's experiences.		Thematic Selection (short stories)	
Research and Writing	4 weeks	SWBAT: develop a strong research question.			Research Notes (slides or cards)
		SWBAT: create a working thesis statement.			Outline
		SWBAT: support their thesis statement with strong sub-questions.			Introduction Paragraph, Body Paragraph, Conclusion Paragraph
		SWBAT: understand and apply standards of source credibility.			MLA Works Cited Page
		SWBAT: take effective notes while researching to support the thesis.			Self-Revision Copy
		SWBAT: create an effective outline.			Peer-Revision Copy
		SWBAT: construct a proper introduction paragraph, body paragraph, and conclusion paragraph.			
		SWBAT: use MLA in-text citations and properly cite evidence.			
		SWBAT: create an MLA works cited page			
		SWBAT: effectively participate in and use individual and peer revision techniques.			
Allegory	5 weeks	SWBAT: define and recognize symbolism and allegory in use and analyze their significance and efficacy.	*Lord of the Flies*	Blasts	Reading Checks
		SWBAT: develop interpretations and opinions on human nature, considering studied sources on the fundamental goodness/evilness of human beings.		ELL Resources- extended writing and tools	Class and Group Discussions
		SWBAT: to determine, defend, and investigate thematic topics (nature of evil, survival, order versus chaos, loss of innocence, identity).		"The Cask of Amontillado" and "The Scarlet Ibis"	Written Responses
				Vocabulary/Grammar Skills	Mask Project
					Summative Test
Theme	5 weeks	SWBAT: define, interpret, and find text evidence to support the theme(s) in studied texts	*To Kill a Mockingbird*	Blasts	Reading Checks
		SWBAT: track and apply thematic development through studied texts		ELL Resources- extended writing and tools	Class and Group Discussions
		SWBAT: historical and cultural influences on studied texts		Vocabulary/Grammar Skills	Written Responses
		SWBAT: research, develop, and support a stance on themes in studied text		Thematic Selections (short stories)	One Pager
					Summative Test

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
		Central Ideas and Details				
	LA.10.RP.1	Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Your Turn Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Read > Skills Focus Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Write Unit 1 > Integrated Reading and Writing > Things Fall Apart > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write	Students will recognize and identify patterns to clues toward theme development and will identify supporting details to defend analysis.	Analyze, implicit, explicit	Reinforce
	LA.10.RP.2	Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Character > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Character > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Textual Evidence > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Close Read: The Refusal > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Close Read: The Refusal > Write Unit 1 > Integrated Reading and Writing > Things Fall Apart > Skill: Point of View > Model + Your Turn Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Character > Model + Your Turn Unit 3 > Integrated Reading and Writing > Persepolis > Close Read: Persepolis > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Persepolis > Close Read: Persepolis > Write Unit 4 > Integrated Reading and Writing > Macbeth, Act I, Scene iii > Skill: Character > Model + Your Turn Unit 4 > Integrated Reading and Writing > Macbeth, Act I, Scene iii > Close Read: Macbeth, Act I, Scene iii > Read > Write	Students will analyze elements of literature to establish meaning.	Characters (characterization, round/flat, dynamic, static), setting, plot events	Reinforce
		Author's Craft				
	LA.10.RP.3	Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Model Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Your Turn Unit 4 > Integrated Reading and Writing > Antigone > Close Read: Antigone > Read > Skills Focus Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Write Unit 3 > Integrated Reading and Writing > The God of Small Things > Independent Read: The God of Small Things > Write Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Skill: Point of View > Model Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Read > Write Unit 1 > Integrated Reading and Writing > Things Fall Apart > Skill: Point of View > Model Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Read > Skills Focus	Students will analyze author's choices and how they contribute to meaning.	POV (narrator), great craft	Reinforce
	LA.10.RP.4	Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Story Structure > Model Unit 3 > Integrated Reading and Writing > Persepolis > Skill: Story Structure > Your Turn Unit 3 > Integrated Reading and Writing > Persepolis > Close Read: Persepolis > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Hotel Rwanda > Skill: Dramatic Elements and Structure > Model Unit 4 > Integrated Reading and Writing > Hotel Rwanda > Close Read: Hotel Rwanda > Read > Skills Focus Unit 4 > Integrated Reading and Writing > La Juanita > Skill: Story Structure > Model Unit 4 > Integrated Reading and Writing > La Juanita > Skill: Story Structure > Your Turn Unit 4 > Integrated Reading and Writing > La Juanita > Close Read: La Juanita > Read > Skills Focus Unit 4 > Integrated Reading and Writing > La Juanita > Close Read: La Juanita > Write Unit 2 > Integrated Reading and Writing > Rámáyana > Skill: Poetic Elements and Structure > Model Unit 2 > Integrated Reading and Writing > Rámáyana > Skill: Poetic Elements and Structure > Your Turn Unit 2 > Integrated Reading and Writing > Rámáyana > Close Read: Rámáyana > Write	Students will analyze text structure and its impact on literature.	Annotate for attention to text structure, manipulation of time (flashback, flashfoward, foreshadowing), tension	Reinforce
		Knowledge and Ideas				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.10.RP.5	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Allusion > Model Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Allusion > Your Turn Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Read > Skills Focus Unit 5 > Integrated Reading and Writing > B. Wordsworth > Skill: Allusion > Model Unit 5 > Integrated Reading and Writing > B. Wordsworth > Skill: Allusion > Your Turn Unit 5 > Integrated Reading and Writing > B. Wordsworth > Close Read: B. Wordsworth > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Read > Skills Focus Unit 3 > Integrated Reading and Writing > The God of Small Things > Independent Read: The God of Small Things > Write Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Read > Skills Focus	The student will analyze an author's craft and identify trends with authors.	Allusions, source material, building historical context, how text becomes source material itself	Reinforce
	LA.10.RP.6	Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > She Unnames Them > Skill: Theme > Your Turn Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Read > Skills Focus Unit 1 > Integrated Reading and Writing > She Unnames Them > Close Read: She Unnames Them > Write Unit 1 > Integrated Reading and Writing > Things Fall Apart > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Write Unit 4 > Integrated Reading and Writing > Macbeth, Act I, Scene iii > Close Read: Antigone > Read > Skills Focus 4 Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Read > Skills Focus 3-4	The student will analyze theme and explore connections to the text.	Noting repetition (motif) and inferencing, active reading	Reinforce
	LA.10.RP.7	Analyze multiple perspectives within and across a wide range of literary texts.	Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Model Unit 4 > Integrated Reading and Writing > Antigone > Skill: Point of View > Your Turn Unit 4 > Integrated Reading and Writing > Antigone > Close Read: Antigone > Read > Skills Focus Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Write Unit 3 > Integrated Reading and Writing > The God of Small Things > Independent Read: The God of Small Things > Write Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Skill: Point of View > Model Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > Close Read: A Very Old Man with Enormous Wings > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Things Fall Apart > Skill: Point of View > Model Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Read > Skills Focus	The student will explore multiple perspectives using a variety of literature.	Tracking and noting perspectives	Reinforce
		Range of Reading and Level of Text Complexity				
	LA.10.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	Grade 10 ELA Overview > Text Complexity > Page 3-89 Unit 1 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 1 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Your Turn Unit 1 > Integrated Reading and Writing > Heart of Darkness > Independent Read: Heart of Darkness > Read Unit 1 > Integrated Reading and Writing > Things Fall Apart > Analyzing Modernist and Postmodernist Literature > Model Unit 1 > Integrated Reading and Writing > Things Fall Apart > Analyzing Modernist and Postmodernist Literature > Your Turn Unit 2 > Integrated Reading and Writing > Civil Peace > Independent Read: Civil Peace > Read Unit 6 > Integrated Reading and Writing > A Very Old Man with Enormous Wings > First Read: A Very Old Man with Enormous Wings > Read Unit 3 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected Unit 5 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected	The student will read and engage in grade level text.	Tracking comprehension and independantly monitor success and confusion.	Reinforce
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.RI.1	Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.	Unit 2 > Integrated Reading and Writing > Republic > Skill: Central or Main Idea > Model Unit 2 > Integrated Reading and Writing > Republic > Skill: Central or Main Idea > Your Turn Unit 2 > Integrated Reading and Writing > Republic > Close Read: Republic > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Republic > Close Read: Republic > Write Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Skill: Central or Main Idea > Model Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Skill: Central or Main Idea > Your Turn Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Close Read: Facial expressions—including fear—may not be as universal as we thought > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Close Read: Facial expressions—including fear—may not be as universal as we thought > Write	The student will explore central ideas in informational text.	Analyze, implicit, explicit, fiction vs. nonfiction	Reinforce
	LA.10.RI.2	Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Informational Text Elements > Model Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Informational Text Elements > Your Turn Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Write Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Model + Your Turn Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Close Read: The New Food Fights: U.S. Public Divides Over Food Science > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Informational Text Elements > Model + Your Turn Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Close Read: Funny in Farsi: A Memoir of Growing Up Iranian in America > Read > Skills Focus	The student will analyze key ideas and concepts of the text to build meaning.	Characters (characterization, round/flat, dynamic, static), setting, plot events, key ideas	Reinforce
		Author's Craft				
	LA.10.RI.3	Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Model Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Your Turn Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Write Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Close Read: Letter from Birmingham Jail > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Close Read: Letter from Birmingham Jail > Write Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Author's Purpose and Point of View > Model + Your Turn Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Read > Skills Focus	Students will explore authors perpective and how they present their point of view.	Diction and purpose, ethos, pathos, logos	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.RI.4	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Informational Text Structure > Model Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Skill: Informational Text Structure > Your Turn Unit 2 > Integrated Reading and Writing > The Power of the Hero's Journey > Close Read: The Power of the Hero's Journey > Read > Skills Focus Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Skill: Informational Text Structure > Model + Your Turn Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Close Read: The Perils of Indifference > Write Unit 3 > Integrated Reading and Writing > Rituals of Memory > Skill: Informational Text Structure > Model + Your Turn Unit 3 > Integrated Reading and Writing > Rituals of Memory > Close Read: Rituals of Memory > Read > Skills	Students will explore authors perpective and how they present their point of view.	Author's purpose and development	Reinforce
		Knowledge and Ideas				
	LA.10.RI.5	Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.	Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Primary and Secondary Sources > Model Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Primary and Secondary Sources > Your Turn Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Close Read: Letter from Birmingham Jail > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Close Read: Letter from Birmingham Jail > Write Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model Unit 2 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Your Turn Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Write	Students will analyze informational texts to expand knowledge of historical and cultural significance.	Allusion, cultural significance (lens), who is telling the story for whom, who/what is missing?	Reinforce
	LA.10.RI.6	Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.	Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Reasons and Evidence > Model Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Reasons and Evidence > Your Turn Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Model Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Your Turn Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Methods of Motivation > Close Read: Methods of Motivation > Write Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Model Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Compare and Contrast > Your Turn Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus 4 Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Write	Students will compare and contrast two pieces of work on the same topic.	Compare AND contrast, exposure to different arguments	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.10.RI.7	Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.	Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Informational Text Elements > Model Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Skill: Informational Text Elements > Your Turn Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Claudette Colvin Explains Her Role in the Civil Rights Movement > Close Read: Claudette Colvin Explains Her Role in the Civil Rights Movement > Write Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Skill: Informational Text Elements > Model + Your Turn Unit 5 > Integrated Reading and Writing > The New Food Fights: U.S. Public Divides Over Food Science > Close Read: The New Food Fights: U.S. Public Divides Over Food Science > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Informational Text Elements > Model Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Close Read: Funny in Farsi: A Memoir of Growing Up Iranian in America > Read > Skills Focus	Students will analyze how an author unforlds a series of events.	Intentional sequencing - noting it and evaluating effectiveness.	Reinforce
		Range of Reading and Level of Text Complexity				
	LA.10.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9- 10 grade band proficiently, with scaffolding as needed at the high end of the range.	Grade 10 ELA Overview > Text Complexity > Page 3-89 Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > First Read: Letter from Birmingham Jail > Read Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > First Read: Facial expressions—including fear—may not be as universal as we thought > Read Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Read Unit 5 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected Unit 2 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Model Unit 2 > Integrated Reading and Writing > The Big Idea > Recognizing Genre > Your Turn Unit 2 > Integrated Reading and Writing > The Big Idea > Literary Focus: The Classics > Think Unit 2 > Integrated Reading and Writing > Republic > Analyzing Ancient and Classical Literature > Model Unit 2 > Integrated Reading and Writing > Republic > Analyzing Ancient and Classical Literature > Your Turn	Students will read and comprehend a wide range of informational texts.	Active reading and annotation	Reinforce
		Acquisition and Use				
	LA.10.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Vocabulary Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Vocabulary Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Close Read: Seeing at the Speed of Sound > Vocabulary Unit 1 > Integrated Reading and Writing > Things Fall Apart > Close Read: Things Fall Apart > Vocabulary	Students will explore grade level vocabulary to increase comprehension.	Tone vocabulary	Reinforce
	LA.10.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Context Clues > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Context Clues > Your Turn Unit 1 > Integrated Reading and Writing > Things Fall Apart > First Read: Things Fall Apart > Think Unit 2 > Integrated Reading and Writing > Republic > Skill: Context Clues > Model Unit 2 > Integrated Reading and Writing > Republic > Skill: Context Clues > Your Turn Unit 2 > Integrated Reading and Writing > Republic > Close Read: Republic > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Love Is Not All > First Read: Love Is Not All > Think	Students will explore grade level vocabulary to increase comprehension.	Context clues and function	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.10.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).	Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Word Patterns and Relationships > Model Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Skill: Word Patterns and Relationships > Your Turn Unit 4 > Integrated Reading and Writing > Funny in Farsi: A Memoir of Growing Up Iranian in America > Close Read: Funny in Farsi: A Memoir of Growing Up Iranian in America > Skills Focus Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Word Patterns and Relationships > Model Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Word Patterns and Relationships > Your Turn Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Close Read: A Quilt of a Country > Read > Skills Focus	Students will explore grade level vocabulary to increase comprehension.		Reinforce
	LA.10.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.	Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Skill: Word Meaning > Model Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Skill: Word Meaning > Your Turn Unit 2 > Integrated Reading and Writing > The Perils of Indifference > Close Read: The Perils of Indifference > Read > Skills Focus Unit 4 > Integrated Reading and Writing > La Juanita > Skill: Word Meaning > Model Unit 4 > Integrated Reading and Writing > La Juanita > Skill: Word Meaning > Your Turn Unit 4 > Integrated Reading and Writing > La Juanita > Close Read: La Juanita > Read > Skills Focus	Students will explore grade level vocabulary to increase comprehension.	etymology	Reinforce
		Context and Connotations				
	LA.10.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Skill: Technical Language > Model Unit 3 > Integrated Reading and Writing > Facial expressions—including fear—may not be as universal as we thought > Skill: Technical Language > Your Turn	Students will explore figurative languge in informational text.	Connotation vs denotation, figurative language, nuance, text features	Reinforce
	LA.10.V.2.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.	Unit 3 > Integrated Reading and Writing > Rituals of Memory > Skill: Figurative Language > Model Unit 3 > Integrated Reading and Writing > Rituals of Memory > Skill: Figurative Language > Your Turn Unit 3 > Integrated Reading and Writing > Rituals of Memory > Close Read: Rituals of Memory > Read > Write Unit 4 > Integrated Reading and Writing > Antigone > Skill: Figurative Language > Model Unit 4 > Integrated Reading and Writing > Antigone > Close Read: Antigone > Read > Skills Focus Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Skill: Figurative Language > Model Unit 6 > Integrated Reading and Writing > A Quilt of a Country > Close Read: A Quilt of a Country > Read > Skills Focus	Students will explore figurative languge in informational text.		Reinforce
	LA.10.V.2.b	b.Analyze nuances in the meanings of words with similar denotations.	Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Connotation and Denotation > Model Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Connotation and Denotation > Your Turn Unit 3 > Integrated Reading and Writing > Love is Not All > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Your Turn Unit 5 > Integrated Reading and Writing > Parsley > Close Read: Parsley > Read > Skills Focus	Students will explore figurative languge in informational text.		Reinforce
		Production of Writing				
	LA.10.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.*	Unit 1 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.1.a	a. Apply knowledge of rules for capitalization.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Capitalization > Capitalization - Other Proper Nouns > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Capitalization > Capitalization -Quotations > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Capitalization > Capitalization - Proper Adjectives > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Capitalization > Capitalization -Sentences > Model + Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write - Checklist	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.b	b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Semicolons > Model + Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write - Checklist Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Colons > Model + Your Turn Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write - Checklist Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Conjunctive Adverbs > Model + Your Turn Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Research Writing Process: Edit and Publish > Write - Checklist	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.c	c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn > Your Turn 2 Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Model Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.d	d. Select and use verbs with appropriate voice and mood.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Active and Passive Voice > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Voice and Mood > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Verb Moods > Model + Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.
	LA.10.W.1.e	e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.	Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure - Sentence Fragments > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Sentence Structure > Sentence Structure - Run-On Sentences > Model + Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Independent and Dependent Clauses > > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Subject-Verb > Subject-Verb Agreement > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verb - Distinguishing Tenses > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Tenses > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Consistent Verb Tense and Mood > Model + Your Turn Library > Skills > Filter > Select: Grade 10 > Select: Grammar > Search: Verbs > Verbs - Verb Moods > Model + Your Turn Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Model > Teacher Edition - Instruction > 2. Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Parallel Structure > Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Independent and Dependent Clauses > Model Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Independent and Dependent Clauses > Your Turn Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Verb Phrases > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Verb Phrases > Your Turn	Students will compose grammatically correct writing.	Write, write, write (paragraphs - topic sentence, supporting ideas, transitions between ideas and paragraphs), proofreading and revision	Reinforce.

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Unit 5 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 5 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 5 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > SyncStart: Marigolds > Skill: Peer Review > Model	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Unit 1 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write Unit 2 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 3 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Write Unit 3 > Extended Writing Project and Grammar > Draft > Narrative Writing Process: Draft > Write Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Unit 1 > Integrated Reading and Writing > A Voice > Independent Read: A Voice > Write (Personal Response) Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Close Read: Seeing at the Speed of Sound > Write (Argumentative) Unit 6 > Integrated Reading and Writing > The Best We Could Do > Close Read: The Best We Could Do > Write (Informative) Unit 1 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 4 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 6 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 1 > Extended Writing Project and Grammar > Plan > Literary Analysis Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Peer Review > Model Unit 1 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write > Teacher Edition: 1. Write - Review Revision Guide + Peer Review and Reflect Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write > Teacher Edition: 1. Write - Review Revision Guide + Peer Review and Reflect Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write > Teacher Edition: 1. Write – Review Revision Guide + Peer Review and Reflect Unit 1 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
	LA.10.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Peer Review > Model + Your Turn	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Grade 10 > Additional Resources > Project Based Learning > Page 32 > Food Market Exhibition Grade 10 > Additional Resources > Project Based Learning > Page 33 > Career Day Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write	Students will use a recursive writing process to produce writiing.	Recursive, editing, strengthening	Reinforce
		Modes of Writing				
	LA.10.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.*	Unit 3 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Intro Unit 2 > Integrated Reading and Writing > Night > Independent Read: Night > Write - Narrative Unit 3 > Integrated Reading and Writing > Rock, Ghost, Willow, Deer: A Story of Survival > Independent Read: Rock, Ghost, Willow, Deer: A Story of Survival > Write - Personal Essay Unit 5 > Integrated Reading and Writing > Maple Sugaring (in Aunt Alberta's Backyard) > Close Read: Maple Sugaring (in Aunt Alberta's Backyard) > Write - Personal Response/Poetry Unit 5 > Integrated Reading and Writing > Melons > Independent Read: Melons > Write – Haiku	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Story Beginnings > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Story Beginnings > Write Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Story Beginnings > Your Turn Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model > Your Turn	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce
	LA.10.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will use a variety of literary forms to convey text elements.	Layer fiction and nonfiction in units for students to explore in writing. Writing organization and features	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organize Argumentative Writing > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Reasons and Relevant Evidence > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will write arguments that develop a perspective.	Claim and defense, works cited, source credibility, multiple viewpoints (counterclaim)	Reinforce
	LA.10.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Organizing Informative Writing > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.b	b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Write Unit 3 > Integrated Reading and Writing > The Secret Life of Salvador Dalí > Independent Read: The Secret Life of Salvador Dalí > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Model Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Your Turn	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Students will write informative pieces that convey ideas.	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching)	Reinforce
	LA.10.W.6	*Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).*	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Planning Research > Your Turn Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Model Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Research and Note-Taking > Your Turn Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).	Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model + Your Turn Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model + Your Turn + Write Unit 6 > Extended Writing Project and Grammar > Draft: Skill: Evaluating Sources > Model + Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model + Your Turn + Write Unit 6 > Extended Writing Project and Grammar > Edit and Publish > Skill: Using a Style Guide > Model + Your Turn	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
	LA.10.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Library > Blasts > Filter > Search: To Be Honest > Blast: To Be Honest > Background Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model + Your Turn Unit 6 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model + Your Turn Unit 6 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model + Your Turn	Students will use credible evidence to support research question	Infographics, citations, writing modes, source credibility, organization, key words, navigating databases, using abstracts, formal English vs. informal (code switching), summary vs. paraphrase, citation	Introduce
		Comprehension and Collaboration				
	LA.10.SL.1	*Initiate and participate in structured discussions and collaborations about grade-level topics and texts.*	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn Unit 1 > Integrated Reading and Writing > In Between Cultures: A Granddaughter's Advantage > Independent Read: In Between Cultures: A Granddaughter's Advantage > Write Unit 4 > Extended Oral Project and Grammar > Revise > Engaging in Discourse > Model + Your Turn + Write Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions for Around the World > Close Read: Coming-of-Age Traditions for Around the World > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn Unit 1 > Integrated Reading and Writing > In Between Cultures: A Granddaughter's Advantage > Independent Read: In Between Cultures: A Granddaughter's Advantage > Write Unit 4 > Extended Oral Project and Grammar > Revise > Engaging in Discourse > Model + Your Turn + Write Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions for Around the World > Close Read: Coming-of-Age Traditions for Around the World > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn Unit 4 > Extended Oral Project and Grammar > Revise > Engaging in Discourse > Model + Your Turn Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions for Around the World > Close Read: Coming-of-Age Traditions for Around the World > Write	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation Process - Edit and Present > Model - Active Listening Checklist	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
	LA.10.SL.1.e	e. Complete a task following complex, multi-step directions.	Grade 10 > Additional Resources > Project Based Learning > Page 28 > Persuasive Letter Grade 10 > Additional Resources > Project Based Learning > Page 29 > Random Acts of Kindness Grade 10 > Additional Resources > Project Based Learning > Page 30 > Public Service Announcement Grade 10 > Additional Resources > Project Based Learning > Page 31 > Personal Action Plan Grade 10 > Additional Resources > Project Based Learning > Page 32 > Food Market Exhibition Grade 10 > Additional Resources > Project Based Learning > Page 33 > Career Day	Students will participate in collaborative conversations regarding their reading.	Graded Class discussions, silent discussions, learning to develop questions; managing personal response to diverse perspectives	Reinforce
		Presentation of Knowledge and Ideas				
	LA.10.SL.2	*Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn + Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write - Presentation Checklist	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key vocabulary	Introduce/Reinforce/ Master
	LA.10.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn + Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Edit and Present > Write - Presentation Checklist	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Unit 1 > Integrated Reading and Writing > Sync Start > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Refusal > Skill: Collaborative Conversations > Your Turn Unit 2 > Methods of Motivation > Close Read > Methods of Motivation > Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 4 > Extended Oral Project and Grammar > Edit and Present > Edit and Present: Write Unit 5 > Integrated Reading and Writing > Curry: A Tale of Cooks and Conquerors > Independent Read: Curry: A Tale of Cooks and Conquerors > Write Unit 6 > Integrated Reading and Writing > Coming-of-Age Traditions for Around the World > Close Read: Coming-of-Age Traditions for Around the World > Write	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.c	c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Model Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Skill: Author's Purpose and Point of View > Your Turn Unit 1 > Integrated Reading and Writing > Speech to the Second Virginia Convention > Close Read: Speech to the Second Virginia Convention > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Letter from Birmingham Jail > Skill: Rhetoric > Your Turn Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 4 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 4 > Extended Oral Project and Grammar > Revise > Oral Presentation Process: Revise > Write Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Model Unit 2 > Integrated Reading and Writing > Methods of Motivation > Skill: Logical Fallacies > Your Turn	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Media > Model (audio) Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Connotation and Denotation > Model Unit 3 > Integrated Reading and Writing > Seeing at the Speed of Sound > Skill: Connotation and Denotation > Your Turn Unit 3 > Integrated Reading and Writing > Love is Not All > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > Parsley > Skill: Connotation and Denotation > Your Turn Library > Blast > Search: In the Deep > Blast: In the Deep Library > Blast > Search: Word for Word > Blast: Word for Word	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.
	LA.10.SL.2.e	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Intro Unit 4 > Extended Oral Project and Grammar > Oral Presentation Process: Plan > Read Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 4 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 4 > Extended Oral Project and Grammar > Draft > Oral Presentation Process: Draft > Write	Students will present information about their reading to their classmates.	Collaboration, listen and respond, reasoning and supporting evidence, source credibilty, author bias, knowing audience (ethos, pathos, logos)	Reinforce.

English 10 Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Power of Communication: Why do words matter?	4 weeks	1. Students will be able annotate to check and increase comprehension. 2. Students will begin to engage in collaborative conversations 3.Students will be able to identify and give text support for theme 4. TSWBAT define, identify and create literary elements 5. TSWBAT define, identify and create literary devices 6. TSWBAT find their narrative writing voice	I Will Always Write Back How the Garcia Girls Lost Their Accents "The Refusal" "I am Offering this Poem" Before reading the poem: https://www.tiktok.com/@hijazzohair/video/7132922545786945899 "My Grandmother Washes her Feet" "Letter from Birmingham Jail"	Blast Away Skill: Annotation Skill: Collaborative Conversation Grammar Skill: Idependent/Dependent Clauses Grammar Skill: Semicolon Skill:Thesis Literary Analysis: Draft Skill:Theme Skill: Primary and Secondary Sources Skill: Rhetoric Write: Timed Writing	Extended writing project with drafting emphasis

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Moving Forward: How does Culture influence your voice and your goals?	4 weeks	1. TSWBATdevelop a research thesis 2. TSWBAT utilize programs such as Google Slides, Docs, Sheets and Canva to create detailed infographic 3. TSWBAT create an introduction and utilize text-appropriate transitions 4. TSWBAT improve writing through the drafting process	Of Mice and Men House of Spirits "Contents of a Dead Man's Pockets" "Possibility of Evil" "Lamb to the Slaughter" "A Rose for Emily "The Gathering Place" Valedictorian Address a AHS	Skill: Thesis Statement Skill: Supporting Details Skill: Introductions Skill: Transitions Skill: Conclusions Informative Writing Process: Revise Grammar Skill: Parallel Structure Grammar Skill: Prepositions/Phrases Grammar Skill: Colon Text Talks	100 Word Memoir Informational Essay Infographic

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Shakespeare- Julius Caesar	3 weeks	1. Students will move from identifying theme topics to identifying theme statements 2. Students will learn to cite text evidence to support theme development 3. Students will learn to identify persuasive techniques (ethos, pathos, logos) 4. Students will close read and annotate for persuasive techniques in Shakespeare's writing 5. Students will learn to build compare and contrast essay writing from graphic organizers. 6. Students will learn to utilize appropriate transitions in essay writing 7. Students will learn to peer edit and apply appropriate feedback to their own writing	Julius Caesar	Hamilton (the musical) Vocabulary Quiz Think Questions Blasts	Compare/Contrast Essay

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Research	3 weeks	1. TSWBAT develop a research thesis statement 2. TSWBAT distinguish between popular and scholarly sources 3. TSWBAT select an effective nonfiction text structure 4. TSWBAT skillfully integrate multiple sources to support each main point 5. TSWBAT apply balance to main points as required for a longer writing project 6. Students will be able to apply the multiple steps of editing and revision 7. Students will be able to create an MLA style paper complete with works cited page 8. Students will be able to identify and evaluate rubric requirements within their own paper	The Book Thief	Student Models and Reference Materials Skill:Evaluating Resources Skill:Considering Audience and Purpose Various Blasts	2-3 page Research Paper

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Fallen Angels	4 weeks	1. TSWBAT develop a timeline for the Vietnam Conflict 2. TSWBAT track static and dynamic characters 3. TSWBAT identify great craft moves made by the author (Myers) 4. TSWBAT identify flashbacks 5. Students will identify and support symbols found in the story 6. Students will use text evidence to support a symbol that relates to their selected theme from the novel	Fallen Angels	Formative Assessments Practice Activities Blasts Grammar Skills	Beautiful Sentences/One-Pager

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Comprehension and Collaboration			
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Students will be able to communicate effectively in a variety of tasks	Communicate, effectively, express, share, generate	Reinforce/Master
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Students will be able to ask purposeful questions	Relevant, build, ideas, clarity, acquire, confirm	Reinforce/Master
	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Students will be able to interpret different messages in conversation	Interpretation, verbal, non-verbal	Reinforce/Master
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Students will be able to converse respectfully	Converse, all-inclusive, foster, positive, respect, diverse	Reinforce/Master
	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Students will be able to be a strong audience member	Active, attentive, listening skills	Master
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Students will be able to complete a task following directions	Task, complex, mulit-step directions	Master
		Presentation of Knowledge and Ideas			

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Students will be able to present information appropriately for a variety of tasks, purposes, and audiences	Present information, findings, supporting evidence, organization, development, style	Reinforce/Master
	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Students will be able to use speaking techniques for a variety of purposes	Demonstrate, adjust, speaking techniques, interpreting, grade-level	Reinforce/Master
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Students will be able to use evidence to support a perspective	Perspective, reasoning, valid, evidence	Reinforce/Master
	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Students will be able to evaluate a presentation for credibility	Evaluate, motives, credibility	Reinforce/Master
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Students will be able to understand the appropriate use of words	Awareness, sensitivity, appropriate	Reinforce/Master
	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Students will be able to use visual/digital tools to enhance presentation	Strategic use, visual/digital tools, enhance, findings, reasoning, evidence	Master
		Comprehension and Collaboration			

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.10.SL.1	*Initiate and participate in structured discussions and collaborations about grade-level topics and texts.*	Students will be able to initiate and participate in grade-level discussions	Initiate, participate, discussions, collaborations, grade-level	Reinforce
	LA.10.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Students will be able to ask meaningful questions to gain knowledge	Relevant, build, clarify, acquire, confirm	Reinforce
	LA.10.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Students will be able to interpret different messages in conversation	Interpretation, verbal, non-verbal, conversation	Reinforce
	LA.10.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Students will be able to converse respectfully	Converse, all-inclusive, foster, positive, respecting, diverse, persepctives	Reinforce
	LA.10.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Students will be able to listening skills	Active, attentive, listening skills	Reinforce
	LA.10.SL.1.e	e. Complete a task following complex, multi-step directions.	Students will be able to follow directions to complete a task	Complete, task, complex, mulit-step	Reinforce
		Presentation of Knowledge and Ideas			
	LA.10.SL.2	*Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Students will be able to present supported, organized information appropriate to different tasks and audiences	Present, information, findings, supporting evidence, organization, development, style, appropriate, variety	Reinforce

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.10.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Students will be able to use speaking techniques for a variety of purposes	Adjust, speaking techniques, variety, interpreting, grade-level	Reinforce
	LA.10.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Students will be able to share a supported perspective	Convey, perspective, reasoning, valid, evidence	Reinforce
	LA.10.SL.2.c	c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.	Students will be able to analyze and evaluate presented information	Analyze, purpose, evaluate, motives	Reinforce
	LA.10.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Students will be able to understand the appropriate use of words	Awareness, sensitivity, appropriate	Reinforce
	LA.10.SL.2.e	e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.	Students will be able to use visual/digital tools to enhance presentation	select, use, visual/digital tools, enhance	Reinforce

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Speech Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Materials	Assessment
Communication		SWBAT: understand and identify the different elements of communication, including the process, messages, and meanings. (verbal and nonverbal)		Daily Bell Ringer
		SWBAT: understand and identify the different types of communication. (Public, Group, Interpretive, Interpersonal)		Notes
		SWBAT: Identify the elements of voice (pitch, rate, volume, vocal quality)		Review Handout
		SWBAT: Understand the listening process. (Receive, interpret, evaluate, respond)		
		SWBAT: understand how the body produces sounds and forms words.		
Memorization		SWBAT: Understand memorization tools and be able to use the methods while memorizing a poem.	Notes	Daily Bell Ringer
		SWBAT: Convey a perspective with clear reasoning and be able to apply understanding to their poems.	Poetry Out Loud Website: Poem Selections, Tips and Tools Document, Adapted Rubric, Poem Recitation Example Videos	Poem Interpretation Paragraph
		SWBAT: Understand the importance of emotional tone in poetry and use it in recitation.	"Jenny Kissed Me" poem audio, "Jenny Kissed Me" tone table	Poem work: highlighting, "chunking", rewrites
		SWBAT: Identify and analyze the elements of the rubric and be able to apply the elements throughout the activities.		Labeled emotional tones and emotional tone table
		SWBAT: Evaluate the purpose of the information being presented and convey the meaning through their recitation.		Recitation example(s): group discussions and individual written questions
		SWBAT: Understand the different speaking techniques and be able to demonstrate and adjust them in the presentation.		Group recitation
		SWBAT: Understand attentive listening skills and be able to demonstrate the skills.		Poem recitation from memory (summative)
Construction and Delivery		SWBAT: Use the provided format to develop outlines.	Notes	Daily Bell Ringer
		SWBAT: Integrate grade-level vocabulary		Outline
		SWBAT: "Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language."		Introduction Paragraph, One Body Paragraph, Conclusion Paragraph
		SWBAT: "Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline." (Introduction, 3 Body Paragraphs, Conclusion)		Social Ritual Speech (formative)
		SWBAT: Understand and use the elements of delivery (Gestures, Movement, Expression, Eye Contact)		
Process Order (Demonstrative Speech)		SWBAT: Use the provided format to develop outlines.	Notes	Daily Bell Ringer
		SWBAT: Follow the process order by demonstrating something from beginning to end.		Outline
		SWBAT: Integrate grade-level vocabulary		Typed Speech
		SWBAT: "Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language." (Introduction, Three body paragraphs, Conclusion)		Turnitin.com Submission
		SWBAT: "Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline."		Practice Assignment
		SWBAT: use the elements of delivery while presenting (Gestures, Movement, Expression, Eye Contact)		Final Speech Presentation (summative)
		SWBAT: Understand attentive listening skills and be able to demonstrate the skills.		Proper Audience Attention
Interviews		SWBAT: Write open-ended questions.	Interview/Open-ended Quesiton Notes	Daily Bell Ringer
		SWBAT: Evaluate and analyze published podcasts.	Anchor	Interview Scenerio Document

Speech Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Supporting Materials	Assessment
		SWBAT: Organize and write a podcast script	Notes	Podcast Evaluation Document
		SWBAT: Interview a peer using open-ended questions.		Podcast Planner/ Podcast Open-Ended Questions
		SWBAT: record an effective podcast (structure, space, conversation structure)		Podcast Script
		SWBAT: Evaluate and critique peer podcasts using rubrics		Peer Podcast (summative)
				Peer Podcast Evaluation
Informative		SWBAT: Use online databases and libraries.	DHMO.org website/source evaulation document	Daily Bell Ringer
		SWBAT: Evaluate and analyze credible sources	Online Databases/Online Libraries	Credible Sources Document
		SWBAT: Use the provided format to develop an outline.	Notes	Source Pages
		SWBAT: "Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language." (Introduction, Three Body Paragraphs, Conclusion)		Outline
		SWBAT: "Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline."		Informative Speech Presentaiton
		SWBAT: Correctly cite sources within a speech.		Works Cited Page
		SWBAT: Integrate grade-level vocabulary		Practice Assignment
		SWBAT: Compose an MLA works cited page reflective of the sources cited within the speech.		turnitin.com submission
		SWBAT: Create and use an effective visual aid in accordance with the speech.		
		SWBAT: Understand and use the elements of delivery (Gestures, Movement, Expression, Eye contact)		
Persuasion Techniques		SWBAT: Define and use the three persuasive techniques of ethos, pathos, and logos.	Commericals	Daily Bell Ringer
		SWBAT: Analyze resources to determine the persuasive technique used.		Notes
				Commerical Analysis
Persuasive		SWBAT: Use online databases and libraries.	Notes	Daily Bell Ringer
		SWBAT: Create a purpose statement that contains a topic and stance.		Source Pages
		SWBAT: Evaluate and analyze credible sources		Outline
		SWBAT: Use the provided format to develop an outline.		Works Cited Page
		SWBAT: "Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language." (Introduction, Three Body Paragraphs, Conclusion)		turnitin.com submission
		SWBAT: "Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline."		Persuasive Speech
		SWBAT: Correctly cite sources within a speech.		Practice Assignment
		SWBAT: Integrate grade-level vocabulary		
		SWBAT: Compose an MLA works cited page reflective of the sources cited within the speech.		
		SWBAT: Understand and use the elements of delivery (Gestures, Movement, Expression, Eye contact)		
Debate		SWBAT: Understand the debate process.	Notes	Daily Bell Ringer
		SWBAT: Create a strong proposition (claim) statement	A Few Good Men- Opening/Closing Examples	Claim/Proposition Handout
		SWBAT: Research, organize, and analyze support for their argument.	Documents: Counterarguments, Opening Statement, Closing Statement	Counterarguments and Rebuttals
		SWBAT: Develop counterarguments and rebuttals to those arguments.		Research Questions
		SWBAT: Create and use research questions		Opening Statement
		SWBAT: Create a strong opening statement that includes all necessary elements.		Closing Statement
		SWBAT: Create a strong closing statement that includes all necessary elements.		Debate Notes
		SWBAT: Participate in an effective group debate.		Group Debate

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Central Ideas and Details				
	LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Theme > Your Turn Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener: A Story of Wall Street > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener: A Story of Wall Street > Write Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Skill: Theme > Model Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Skill: Theme > Your Turn Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Close Read: A Raisin in the Sun > Read > Skills Focus Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Close Read: A Raisin in the Sun > Write	Evalutate stated or implied theme developement	implied, stated, theme	MASTER
	LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Story Elements > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Close Read: The Story of an Hour > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Story Elements > Your Turn Unit 6 > Integrated Reading and Writing > The Night Before Christmas > Skill: Story Elements > Model Unit 6 > Integrated Reading and Writing > The Night Before Christmas > Close Read: The Night Before Christmas > Read > Skills Focus Unit 6 > Integrated Reading and Writing > The Night Before Christmas > Skill: Story Elements > Your Turn Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Skill: Dramatic Elements and Structure > Model Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Close Read: A Raisin in the Sun > Read > Skills Focus Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Skill: Dramatic Elements and Structure > Your Turn	Analyze literary elements (development and interaction)	characterization, setting, plot	NEW/DEEPEN: using an element of literature as a lens for analysis
		Author's Craft				
	LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Point of View > Model Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Point of View > Your Turn Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener > Write Unit 6 > Integrated Reading and Writing > American Horse > Skill: Point of View > Model Unit 6 > Integrated Reading and Writing > American Horse > Skill: Point of View > Your Turn Unit 6 > Integrated Reading and Writing > American Horse > Close Read: American Horse > Read > Skills Focus	Evalutate how point of view affects the text	point of view, aesthetic	REINFORCE/APPLY
	LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Skill: Story Structure > Model Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Close Read: A Good Man is Hard to Find > Read > Skills Focus Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Skill: Story Structure > Your Turn Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Close Read: A Good Man is Hard to Find > Write Unit 6 > Integrated Reading and Writing > American Horse > Skill: Story Structure > Model Unit 6 > Integrated Reading and Writing > American Horse > Skill: Story Structure > Your Turn Unit 6 > Integrated Reading and Writing > American Horse > Close Read: American Horse > Read > Skills Focus	Evluate how structure affects the overall text	text structure	REINFORCE
		Knowledge and Ideas				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Skill: Compare and Contrast > Model Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Skill: Compare and Contrast > Your Turn Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Close Read: An Address to Miss Phillis Wheatley > Read > Skills Focus Unit 5 > Integrated Reading and Writing > The Great Gatsby > Skill: Compare and Contrast > Model Unit 5 > Integrated Reading and Writing > The Great Gatsby > Skill: Compare and Contrast > Your Turn Unit 5 > Integrated Reading and Writing > The Great Gatsby > Close Read: The Great Gatsby > Write Unit 5 > Integrated Reading and Writing > The Great Gatsby > Close Read: The Great Gatsby > Read > Skills Focus	Make comparisons between texts across time periods for theme development	theme development, compare and contrast	REINFORCE
	LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Close Read: An Address to Miss Phillis Wheatley > Write Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Theme > Model Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener: A Story of Wall Street > Write Unit 2 > Integrated Reading and Writing > A Good Man Is Hard to Find > Close Read: A Good Man Is Hard to Find > Write Unit 3 > Integrated Reading and Writing > Given to Rust > Close Read: Given to Rust > Write Unit 4 > Integrated Reading and Writing > A Raisin in the Sun > Close Read: A Raisin in the Sun > Write Unit 4 > Integrated Reading and Writing > The Yellow Wallpaper > Close Read: The Yellow Wallpaper > Write G11U6 > Integrated Reading and Writing > American Horse > Close Read: American Horse > Write G11U6 > Integrated Reading and Writing > Demeter's Prayer to Hades > Close Read: Demeter's Prayer to Hades > Write	Use identified themes to draw conclusions and generate questions	theme development, conclusions, inquiry	REINFORCE
	LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Skill: Compare and Contrast > Model Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Skill: Compare and Contrast > Your Turn Unit 1 > Integrated Reading and Writing > An Address to Miss Phillis Wheatley > Close Read: An Address to Miss Phillis Wheatley > Write Unit 2 > Integrated Reading and Writing > Adventures of Huckleberry Finn > Close Read: Adventures of Huckleberry Finn > Write Unit 4 > Integrated Reading and Writing > The Yellow Wallpaper > Skill: Compare and Contrast > Model Unit 4 > Integrated Reading and Writing > The Yellow Wallpaper > Skill: Compare and Contrast > Your Turn Unit 4 > Integrated Reading and Writing > The Yellow Wallpaper > Close Read: The Yellow Wallpaper > Write Unit 5 > Integrated Reading and Writing > The Great Gatsby > Skill: Compare and Contrast > Model Unit 5 > Integrated Reading and Writing > The Great Gatsby > Skill: Compare and Contrast > Your Turn Unit 5 > Integrated Reading and Writing > The Great Gatsby > Close Read: The Great Gatsby > Write Unit 6 > Integrated Reading and Writing > Demeter's Prayer to Hades > Close Read: Demeter's Prayer to Hades > Write	Analyze (compare) a variety of perspectives across various literary texts	analysis, perspective, literary text	REINFORCE
		Range of Reading and Level of Text Complexity				
	LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	Grade 11 ELA Overview > Text Complexity > Page 3-94 Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > First Read: Bartleby, the Scrivener: A Story of Wall Street > Read Unit 4 > Integrated Reading and Writing > The Fall of the House of Usher > Independent Read: The Fall of the House of Usher > Read Unit 5 > Integrated Reading and Writing > The Great Gatsby > First Read: The Great Gatsby > Read Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Recognizing Genre > Model Unit 3 > Integrated Reading and Writing > The Midnight Zone > Skill: Analyzing Realist, Naturalist, and Regionalist Literature > Model Unit 2 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected	Read a range of grade-level literary texts independently	grade-level, independent, proficient	REINFORCE
		Central Ideas and Details				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Skill: Central or Main Idea > Model Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Skill: Central or Main Idea > Your Turn Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Close Read: How It Feels to be Colored Me > Write Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Skill: Central or Main Idea > Model Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Skill: Central or Main Idea > Your Turn Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Close Read: I've Been to the Mountaintop > Write	Find central ideas in informational texts	central ideas, informational texts	REINFORCE
	LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Skill: Informational Text Elements > Model Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Skill: Informational Text Elements > Your Turn Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Close Read: Second Inaugural Address > Write Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Skill: Informational Text Elements > Model Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Skill: Informational Text Elements > Your Turn Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Close Read: The Negro Motorist Green Book > Read > Skills Focus	Recognize that all aspects of a text work together to create meaning	synthesis, contribute to the whole	REINFORCE
		Author's Craft				
	LA.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > Declaration of Independence > Close Read: Declaration of Independence > Read > Skills Focus Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Skill: Author's Purpose and Point of View > Model Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Skill: Author's Purpose and Point of View > Your Turn Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Close Read: How It Feels to Be Colored Me > Read > Skills Focus	Cite evidence to support ideas and track developement of key ideas	cite, evidence, development	REINFORCE
	LA.12.RI.4	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Skill: Informational Text Structure > Model Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Close Read: Driving My Own Destiny > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Skill: Informational Text Structure > Your Turn Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Skill: Informational Text Structure > Model Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Read > Skills Focus Unit 2 > Integrated Reading and Writing > The Marshall Plan Speech > Skill: Informational Text Structure > Your Turn Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Write	Understand author's purpose	author's purpose	REINFORCE
		Knowledge and Ideas				
	LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Primary and Secondary Sources > Model Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Primary and Secondary Sources > Your Turn Unit 1 > Integrated Reading and Writing > Declaration of Independence > Close Read: Declaration of Independence > Read > Skills Focus Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Skill: Primary and Secondary Sources > Model Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Skill: Primary and Secondary Sources > Your Turn	Understand and recognize purposes and different rhetorical styles of texts from various time periods.	rhetorical styles	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Declaration of Independence > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > Declaration of Independence > Close Read: Declaration of Independence> Write Unit 2 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Skill: Arguments and Claims > Model Unit 2 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Skill: Arguments and Claims > Your Turn Unit 2 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Close Read: Remarks at the Signing of the Highway Beautification Act > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Barracoon: The Story of the Last "Black Cargo" > Close Read: Barracoon: The Story of the Last "Black Cargo" > Write Unit 4 > Integrated Reading and Writing > Letter from Chief John Ross > Skill: Reasons and Evidence > Model Unit 4 > Integrated Reading and Writing > Letter from Chief John Ross > Skill: Reasons and Evidence > Your Turn Unit 4 > Integrated Reading and Writing > Letter from Chief John Ross > Close Read: Letter from Chief John Ross > Read > Skills Focus	Compare arguements for validity and effectiveness	Validity	REINFORCE
	LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	Unit 1 > Integrated Reading and Writing > Declaration of Independence > Close Read: Declaration of Independence> Write Unit 1 > Integrated Reading and Writing > Life After High School > Close Read: Life After High School > Write Unit 2 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Close Read: Remarks at the Signing of the Highway Beautification Act > Write Unit 3 > Integrated Reading and Writing > The Story of the Last "Black Cargo" > Close Read: The Story of the Last "Black Cargo" > Write Unit 4 > Integrated Reading and Writing > Letter from Chief John Ross > Close Read: Letter from Chief John Ross > Write Unit 4 > Integrated Reading and Writing > Dream House > Close Read: Dream House > Write	Analyze (compare) a variety of perspectives across various informational texts	perspective	REINFORCE
		Range of Reading and Level of Text Complexity				
	LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	Grade 11 ELA Overview > Text Complexity > Page 3-94 Unit 2 > Integrated Reading and Writing > Walden > Independent Read: Walden > Read Unit 4 > Integrated Reading and Writing > Letter from Chief John Ross > First Read: Letter from Chief John Ross > Read Unit 6 > Integrated Reading and Writing > Civil Rights Act of 1964 > Independent Read: Civil Rights Act of 1964 > Read Unit 2 > Integrated Reading and Writing > The Big Idea > Skill: Recognizing Genre > Model Unit 4 > Integrated Reading and Writing > The Big Idea > Literary Focus: The Harlem Renaissance > Think Unit 4 > Integrated Reading and Writing > Self-Selected Reading > Blast: Self-Selected	Read a range of grade-level informational texts independently	idependent, proficient, grade-level	REINFORCE
		Acquisition and Use				
	LA.12.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 6 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 6 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 4 > Integrated Reading and Writing > Fences > Close Read: Fences > Write > Teacher Edition - Instruction > 3. Write > Academic Vocabulary Focus Unit 6 > Integrated Reading and Writing > Second Inaugural Address > Close Read: Second Inaugural Address > Vocabulary Unit 6 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Vocabulary Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Write	Use appropriate grade-level vocabulary	vocabulary	REINFORCE
	LA.12.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour: The Story of an Hour > Skill: Context Clues > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour: The Story of an Hour > Skill: Context Clues > Your Turn Unit 2 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Skill: Contexts Clues > Model Unit 1 > Integrated Reading and Writing > Remarks at the Signing of the Highway Beautification Act > Skill: Context Clues > Your Turn	Use appropriate grade-level vocabulary	context-clues	Reinforce

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.12.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Skill: Word Patterns and Relationships > Model Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Skill: Word Patterns and Relationships > Your Turn Unit 2 > Integrated Reading and Writing > Driving My Own Destiny > Close Read: Driving My Own Destiny > Read > Skills Focus Unit 5 > Integrated Reading and Writing > The Marshall Plan > Skill: Word Patterns and Relationships > Model Unit 5 > Integrated Reading and Writing > The Marshall Plan > Skill: Word Patterns and Relationships > Your Turn Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Read > Skills Focus	Use appropriate grade-level vocabulary	forms of words	Reinforce
	LA.12.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Skill: Word Meaning > Model Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Skill: Word Meaning > Your Turn Unit 2 > Integrated Reading and Writing > The Negro Motorist Green Book > Close Read: The Negro Motorist Green Book > Read > Skills Focus Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Skill: Word Meaning > Model Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Skill: Word Meaning > Your Turn Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Close Read: Brown v. Board of Education > Read > Skills Focus	Use appropriate grade-level vocabulary	refererence materials, etymology, precise meanings	Reinforce
		Context and Connotations				
	LA.12.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Skill: Technical Language > Model Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Skill: Technical Language > Your Turn Unit 5 > Integrated Reading and Writing > Brown v. Board of Education > Close Read: Brown v. Board of Education > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Letter From Chief John Ross > Skill: Technical Language > Model Unit 4 > Integrated Reading and Writing > Letter From Chief John Ross > Skill: Technical Language > Your Turn	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Figurative Language > Model Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener: A Story of Wall Street > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Close Read: Bartleby, the Scrivener: A Story of Wall Street > Write Unit 1 > Integrated Reading and Writing > Bartleby, the Scrivener: A Story of Wall Street > Skill: Figurative Language > Your Turn Unit 3 > Integrated Reading and Writing > The Midnight Zone > Skill: Figurative Language > Model Unit 3 > Integrated Reading and Writing > The Midnight Zone > Close Read: The Midnight Zone > Read > Skills Focus Unit 3 > Integrated Reading and Writing > The Midnight Zone > Close Read: The Midnight Zone > Write Unit 3 > Integrated Reading and Writing > The Midnight Zone > Skill: Figurative Language > Your Turn	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.b	b. Analyze nuances in the meanings of words with similar denotations.	Unit 3 > Integrated Reading and Writing > My True South: Why I Decided to Return Home > Skill: Connotation and Denotation > Model Unit 3 > Integrated Reading and Writing > My True South: Why I Decided to Return Home > Close Read: My True South: Why I Decided to Return Home > Read > Skills Focus Unit 3 > Integrated Reading and Writing > My True South: Why I Decided to Return Home > Skill: Connotation and Denotation > Your Turn Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Skill: Connotation and Denotation > Model Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Close Read: A Good Man is Hard to Find > Read > Skills Focus Unit 2 > Integrated Reading and Writing > A Good Man is Hard to Find > Skill: Connotation and Denotation > Your Turn	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
		Production of Writing				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.*	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 3 > Extended Writing Project and Grammar > Draft > Literary Analysis Writing Process: Draft > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Intro	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.a	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Capitalization > Model Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Capitalization > Your Turn Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Library > Skills > Filter > Select: Grade 11 > Select: Grammar > Search: Capitalization > Capitalization - Other Proper Nouns Library > Skills > Filter > Select: Grade 11 > Select: Grammar > Search: Capitalization > Capitalization - Proper Adjectives Library > Skills > Filter > Select: Grade 11 > Select: Grammar > Search: Capitalization > Capitalization - Quotations Library > Skills > Filter > Select: Grade 11 > Select: Grammar > Search: Capitalization > Capitalization - Sentences	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.b	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Colons and Semicolons - Semicolons > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Grammar Skill: Colons and Semicolons - Semicolons > Your Turn Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish Library > Skills > Filter > Select: Grade 11 > Select: Grammar > Search: Colons and Semicolons	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Unit 5 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 5 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 5 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Peer Review: Model	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Unit 2 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write Unit 2 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Plan > Narrative Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Narrative Writing Process: Draft > Write Unit 1 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write Unit 5 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Unit 5 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 5 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 5 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 4 > Integrated Reading and Writing > Fences > Close Read: Fences > Write > Organizer (left blue tab) Unit 4 > Integrated Reading and Writing > Fences > Close Read: Fences > Write Teacher Edition > 4. Write - Peer Review and Reflect	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Unit 1 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write Unit 2 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 3 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write Unit 4 > Extended Writing Project and Grammar > Revise > Research Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Research Writing Process: Edit and Publish > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Unit 5 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Research Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write Unit 5 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
		Modes of Writing				
	LA.12.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.*	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Organizing Informative Writing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Organizing Informative Writing > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Organizing Informative Writing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Write Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Style > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.6	*Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).*	Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Annotation > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Annotation > Your Turn Unit 2 > Extended Writing Project > Draft > Skill: Organizing Informative Writing > Model Unit 2 > Extended Writing Project > Draft > Skill: Organizing Informative Writing > Your Turn > Item 2 Unit 3 > Integrated Reading and Writing > Their Eyes Were Watching God > Independent Read: Their Eyes Were Watching God > Write > Organizer (left blue tab)	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Sources and Citations > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Library > Blasts > Search: To Be Honest > Blast: To Be Honest Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
		Comprehension and Collaboration				
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation Process - Edit and Present > Active Listening Checklist	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > The Story of an Hour > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 3 > Integrated Reading and Writing > South > Independent Read: South > Write Unit 1 > Integrated Reading and Writing > The Namesake > Independent Read: The Namesake > Write	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation Process - Edit and Present > Active Listening Checklist	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Community Form, page 34 Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Public Awareness Campaign, page 35 Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Physical Space Revamp, page 36 Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Found Objects Art Exhibit, page 37 Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Team-Building Workshop, page 38 Core ELA > Grade 11 > Additional Resources > Project Based Learning > Grade 11 > Service Project, page 39	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
		Presentation of Knowledge and Ideas				
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation and Process: Edit and Present > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Close Read: How It Feels to Be Colored Me > Write Unit 3 > Integrated Reading and Writing > South > Independent Read: South > Write Unit 5 > Integrated Reading and Writing > The Moor's Account > Independent Read: The Moor's Account > Write	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Listening	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: The Story of an Hour > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation and Process: Edit and Present > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 4 > Integrated Reading and Writing > How It Feels to Be Colored Me > Close Read: How It Feels to Be Colored Me > Write Unit 3 > Integrated Reading and Writing > South > Independent Read: South > Write Unit 5 > Integrated Reading and Writing > The Moor's Account > Independent Read: The Moor's Account > Write	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Skill: Rhetoric > Model Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Close Read: I've Been to the Mountaintop > Read > Skills Focus Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Close Read: I've Been to the Mountaintop > Write Unit 6 > Integrated Reading and Writing > I've Been to the Mountaintop > Skill: Rhetoric > Your Turn Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Skill: Author's Purpose and Point of View > Model Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Read > Skills Focus Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Close Read: The Marshall Plan Speech > Write Unit 5 > Integrated Reading and Writing > The Marshall Plan Speech > Skill: Author's Purpose and Point of View > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Unit 3 > Integrated Reading and Writing > My True South: Why I Decided to Return Home > Skill: Connotation and Denotation > Model Unit 3 > Integrated Reading and Writing > My True South: Why I Decided to Return Home > Skill: Connotation and Denotation > Your Turn Unit 5 > Integrated Reading and Writing > Hunger: A Memoir of (My Body) > Skill: Connotation and Denotation > Model Unit 5 > Integrated Reading and Writing > Hunger: A Memoir of (My Body) > Skill: Connotation and Denotation > Your Turn Library > Blast > Search: In the Deep > Blast: In the Deep Library > Blast > Search: Word for Word > Blast: Word for Word	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Intro Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Read Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Write	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Mythology (Pre-Odyssey)	3 days	Students will recognize the influence of Greek mythology in our culture.	Hamilton's Mythology		Teacher created
		Students will understand the roles of the Greek Olympians and some lesser gods, and be able to identify them.			
		Students will practice a short answer style question to master basic requirements: paraphrase shows understanding, repetition is for emphasis (doesn't build an argument or count as a separate idea), answers must be meaningful			
		Students practice two reading styles with Hamilton's intro: find a fact vs. read for meaning and be able to paraphrase a more complex idea. Students will identify 5 Elements of Mythology, and apply them to several myths. Students will practice finding evidence with Zeus and Prometheus' relationship.			
		Students will Lead and participate in small and large groups discussion			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
The Hero Archetype	5 days	Students will be able to explain the difference between Sign, Symbol and Archetype	Jung's monomyth/ Cambell's hero traits/ paraphrase of Theseus	We explore the idea of the hero throughout the sememster (hero/ anti hero/ tragic hero). These three types have novels that are in studysync. This unit is prep work for that. If I find blasts or articles that relate to these concepts in studysync, I will add them in.	Write an essay to apply the hero archetype to a story.
		Students will understand the classic hero role and recognize it as one of many archetypes.			
		Students will understand Campbell's Monomyth and apply it to several hero stories.			
		Students will understand Stillman's Hero Traits and apply them to various hero stories.			
		Students will write an essay to show mastery of applying the Hero Traits to a hero story. Honors students will both apply the hero traits and make a comparison between two hero stories.			
		Students will lead and participate in small and large groups discussions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
The Odyssey/ Traditional Hero	24 days	Students will identify the elements of an epic poem	The Odyssey, Fagles translation, and also Odyssey Seminar packets	Novel guide in studysync. Vocab, guide questions, possible writings	Teacher Created quizzes and final assessment; Graded on Peer Review doc and Participation in Seminar, characterization posters
		students will follow the plot of an epic hero story, The Odyssey			
		Students will identify details that create characterization: in study guide questions, on graphics, on posters in group work. This includes both finding support to build an identity, and to track a character's change			
		Students will use the hero archeytpe to find overall patterns in Odysseus' story, including the appearance of guides, the need for the hero to grow and change, etc.			
		Students will find evidence and track a character's purpose, or what a character has learned			
		Students will review the simile, and unpack extended (or Epic) similes found in The Odyssey. Students will recognize that epic similes can add to characterization and mood.			

		Students will work in groups and present information to their classmates.			
		Students will prepare for and then lead/ participate in a Class Seminar. This seminar will use The Odyssey Ch. 1-12 and several question about the ideas of Fate and Responsibility. They will make connections between what we have read and real world examples. Students keep this conversation going without the teacher for 15 minutes. Peers track their participation, and then the groups switch.			
		students will recognize what characteristics are admired by the ancient Greeks, and find evidence for or against these norms, and tie this information to characterization.			
		Students will trace Light Images in the latter chapters of The Odyssey, and draw conclusions about the use of light			
		Students will prepare for and then lead/ participate in a final Class Seminar. This seminar will use ideas from Stillman's Hero Traits and several other short readings about Mythic Structures. They will make connections between what we have read and real world examples. Students keep this conversation going without the teacher for 15 minutes. Peers track their participation, and then the groups switch.			
		Students will lead and participate in small and large groups discusions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Multi-Cultural Short Stories	5-6 days	Students will read literature for understanding	The Daughter of Inverntion--J.Alvarez, By Any Other Name--S. Rama Rau, The Book of the Dead--E.Danticatt, The sun Still Rises in the Same Sky--J. Bruchac, # Native Myths/ poem (Sky Tree/ Coyote Finishes His Work/The Earth Only)	I will add studysync short stories over the next few semesters.	Teacher Created Short essays with a focus on making characterization connections between the stories.
		examine another culture's attitudes and ideas			
		recognize and identify elements of literature used in the text. Focus on conflict, characterization, irony			
		find essential details and examples that support a given subject, idea or theme (Analyze)			
		use details and examples in literature to identify a recurring subject, idea or theme (Synthesize)			
		Students will lead and participate in small and large groups discussions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Research Paper	8 days. At the start of Term 2 or 4	The student will access the databases	N/A	Student models and some reference materials.	English 11 writes a 3-4 page paper, double spaced. Page count does not include the works cited page. There are also progress grade checks on source count/ notes made/ outline
		search databases to find and narrow a topic			

		take a stance on a topic/ create a thesis			
		read on a topic and refine arguments to defend a stance			
		take notes on slides or cards to show which information is being used			
		Create a works cited page in MLA format			
		Cite sources parenthetically (in text), using direct quotes or paraphrases (create paraphrases)			
		Connect ideas with transitional statements			
		Proof read and Edit			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Satire	6 days	Students will define satire	We will practice this skill with a variety of sources: political cartoons, 5 short satirical articles, the short story "Game," an essay, and a Twilight Zone episode.	On my second roundof updating I'll look for studysync options for satire examples.	
		Students will identifty the tools of the satirist			
		Students will practice finding the target of a satire by finding and examining the tools (irony and exaggeration)			
		Students will show mastery of finding the Target of a Satire by reading a satirical story on their own and writing a paragraph to identify the target, giving examples of exaggeration and/or irony that support that idea.			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
The Catcher in the Rye/ The Anti Hero	10 days	Students will review/define and give examples of elements of literature, focusing on setting, point of view, conflict, characterization, symbolism, and theme		Studysync reading checks	Inference activities (1st person narrative)
		students will identify the hallmarks of the Anti-Hero, and compare/ contrast with the archetypal hero			on the summative assessment students will be asked to defend or refute a quote about the text
		students will find evidence (details and examples) to support an idea or identify a pattern			
		students will use use inference skills to draw conclusions			
		students will generate possible meanings for symbols and defend their ideas from the text			
		students will use symbols and their likely meanings to arrive at possible themes			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Lit Analysis	1 day/ done in class	Students will follow a prompt	This is a cumulative assessment done near the end of the semester. I pick a story to work with. They aren't supposed to have pre read it.	This is a cumulative assesment that draws from skills taught in studysync and other sources.	Writing an analysis essay
		students will write an essay that demonstrates an understanding of the use of an element of literature in a story.			
		--write a thesis that reflects the prompt			
		--find examples/ details from the story to support the thesis			
		--follow rules of standard grammar with attention to word choice, syntax, and transitions			

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Macbeth/ Tragic Hero	15 days	Read Literature for Understanding	Shakespeare's Macbeth	Studysync novel unit: vocab/ guide questions/ blasts. Also organizers for characterization, repeating images, and the structure of a tragedy. Director's notebook work to examine scenes/ quotes/ comparisons.	Quizzes and a final test, objective and esssay
		a) recognize and identify elements of literature used in the text			
		b) examine the literature carefully to find essential details and examples that support a given subject, idea or theme (Analyze)			
		c) use details and examples in literature to identify a recurring subject, idea or theme (Synthesize)			
		Explain/Chart the structure of a tragedy, and compare the Tragic Hero to the Hero Archetype			
		Lead and Participate in small and large group discussions			
		Recognize key differences between a script and a novel			
		Examine a soliloquy to find evidence of character			
		Identify and gather repeated images (darkness, blood, animals, and clothing) to lead to possible themes.			
		Compare the accepted hierarchy of the Elizabethan era to ideas presented in the play.			
		Explain the meaning and significance of selected quotes from the play.			
		Compare and contrast Lady Macbeth and Lacy Macduff			
		Watch each act performed for plot and clarity			
		Watch selected scenes from different performances, and make comparisons among them. What is the effect? How might it change the ideas in the script? etc.			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
ACT Prep	2 days. Done toward the end of Sem I and shortly before the ACT test in Sem 2.	Prep for the ACT style essay, and in the spring we do review for each section. I generally cover the Reading section.	N/A	Will suppliment with studysync prep sources. Have past prompts from ACT tests, and practice tests.	No in-class assessment. Students take the ACT test.

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Pr					
		Central Ideas and Details			
	LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	Evaluate stated or implied theme developement	implied, stated, theme	MASTER
	LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	Analyze literary elements (development and interaction)	characterization, setting, plot	NEW/DEEPEN: using an element of literature as a lens for analysis
		Author's Craft			
	LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	Evaluate how point of view affects the text	point of view, aesthetic	REINFORCE/APPLY
	LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	Evaluate how structure affects the overall text	text structure	REINFORCE
		Knowledge and Ideas			
	LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Make comparisons between texts across time periods for theme development	theme development, compare and contrast	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Prose and Poetry	LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Use identified themes to draw conclusions and generate questions	theme development, conclusions, inquiry	REINFORCE
	LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	Analyze (compare) a variety of perspectives across various literary texts	analysis, perspective, literary text	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level literary texts independently	grade-level, independent, proficient	REINFORCE
Reading		**Central Ideas and Details**			
	LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	Find central ideas in informational texts	central ideas, informational texts	REINFORCE
	LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Recognize that all aspects of a text work together to create meaning	synthesis, contribute to the whole	REINFORCE
		Author's Craft			
	LA.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	Cite evidence to support ideas and track developement of key ideas	cite, evidence, development	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Informational Text	LA.12.RI.4	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	Understand author's purpose	author's purpose	REINFORCE
		Knowledge and Ideas			
	LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	Understand and recognize purposes and different rhetorical styles of texts from various time periods.	rhetorical styles	REINFORCE
	LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	Compare arguements for validity and effectiveness	Validity	REINFORCE
	LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	Analyze (compare) a variety of perspectives across various informational texts	perspective	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level informational texts independently	idependent, proficient, grade-level	REINFORCE
		Acquisition and Use			
	LA.12.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Use approprirate grade-level vocabulary	vocabulary	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Vocabular	LA.12.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Use approprirate grade-level vocabulary	context-clues	REINFORCE
	LA.12.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Use approprirate grade-level vocabulary	forms of words	REINFORCE
	LA.12.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Use approprirate grade-level vocabulary	refererence materials, etymology, precise meanings	REINFORCE
		Context and Connotations			
	LA.12.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	Understand how authors use language: figurative, connotative, and technical	figurative language	REINFORCE
	LA.12.V.2.b	b. Analyze nuances in the meanings of words with similar denotations.	Understand how authors use language: figurative, connotative, and technical	nuances, denotation	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
y					
		Production of Writing			
	LA.12.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.*	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.a	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	usage questions	REINFORCE
	LA.12.W.1.b	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!		REINFORCE
	LA.12.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
		Modes of Writing			

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.*	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.6	*Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).*	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
		Comprehension and Collaboration			
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Speaking and	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
		Presentation of Knowledge and Ideas			
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Listening	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
The first 5-6 weeks of Honors English are writing focused, with AP-style lessons, F.451/ Synthesis work, and the Research Paper.					
Advanced Comp	10 days	Students will read, recognize, and model the composition skills of Analysis, Argument, and Synthesis.	Students will read, recognize, and model the composition skills of Analysis, Argument, and Synthesis.	AP Skills book and Connections Book. I will look to supplement these current choices with articles in Studysync.	Several of the essays are scored.
		students will learn argument stategies and common logical fallacies	students will learn argument stategies and common logical fallacies		
		Students will read examples and write to model/ practice the following skills:	Students will read examples and write to model/ practice the following skills:		
		--Rosa Parks essay: diction, tone, argument	--Rosa Parks essay: diction, tone, argument		
		--Frederick Douglas Narrative: paraphrase, author's purpose, the thesis, argument	--Frederick Douglas Narrative: paraphrase, author's purpose, the thesis, argument		
		--Weisel's "Perils of Indifference": rhetorical questions, syntax, argument	--Weisel's "Perils of Indifference": rhetorical questions, syntax, argument		
		--Connections #3 "Cold Mountain" and "Journal" excerpts: theme, comparisons, synthesis	--Connections #3 "Cold Mountain" and "Journal" excerpts: theme, comparisons, synthesis		
		--Diadem and Salgo articles: connotations, argument	--Diadem and Salgo articles: connotations, argument		
		--Gorman article: diction, connotation	--Gorman article: diction, connotation		
		--King's "I Have a Dream" speech: rhetorical devices and their effect, following an image, Analysis	--King's "I Have a Dream" speech: rhetorical devices and their effect, following an image, Analysis		
		--Hurston essay: tone, analysis	--Hurston essay: tone, analysis		
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Fahrenheit 451	9-10 days	Writing continues with this novel--focus on synthesis	Fahrenheit 451--Bradbury	DBQ resource, with several handouts, and synthesis essays to choose from. Studysync has this as an exceprt, but there is an intro video, and some focus questions and writing prompts that could used.	Synthesis essay will be scored, and the final assesssment is open-book essay questions.
		Students will draw conclusions by examing cover art			
		Students will practice close reading, pulling out and sharing a short passage			
		Synthesis: students will write dense questions, answer their own and others, and then synthesize the best of what's on their question sheet and share it on a google doc.			

		Synthesis: students will prep the DBQ docs, have a class discussion, and then write a Synthesis essay, following the prompt given.			
		Students will use analysis skills to explain the purpose of different machines in Bradbury's satire.			
		Students will analyze the poem recited in F.451, "Dover Beach," and use that information to explain why Mrs. P cries in this scene.			
		Students will use analysis skills to give possible meanings for several symbols in the story.			
		Students will use analysis skills to relate the poem The Tyger to the text.			
		Synthesis: students will prep the DBQ docs, have a class discussion, and then write a Synthesis essay, following the prompt given.			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Research Paper	8 days	The student will access the databases			
		search databases to find and narrow a topic			
		take a stance on a topic/ create a thesis	N/A	Student models and some reference materials.	Honors English writes a 4-5 page paper, double spaced. Page count does not include the works cited page. There are also progress grade checks on source count/ notes made/ outline
		read on a topic and refine arguments to defend a stance			
		take notes on slides or cards to show which information is being used			
		Create a works cited page in MLA format			
		Cite sources parenthetically (in text), using direct quotes or paraphrases (create paraphrases)			
		Connect ideas with transitional statements			
		Proof read and Edit			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Hero Archtype	5-6 days	Students will be able to explain the difference between Sign, Symbol and Archetype	Choose from classic hero stories: Theseus, Odysseus, Perseus	I haven't found much yet focused on the classic hero in studysync. I'll keep checking, and can probably incorporate Blasts.	Honors English reads two classic hero stories more independently than English 11, applies the traits to the story, and compares and evaluates the applications. Their essay will be evaluated.
		Students will understand the classic hero role and recognize it as one of many archetypes.			
		Students will understand Campbell's Monomyth and apply it to several hero stories.			

		Students will understand Stillman's Hero Traits and apply them to various hero stories.			
		Students will write an essay to show mastery of applying the Hero Traits to a hero story. Honors students will both apply the hero traits and make a comparison between two hero stories.			
		Students will lead and participate in small and large groups discussions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Someday This Pain Will Be Useful to You/ Anti Hero	10 days (? new unit).	Students will review/define and give examples of elements of literature, focusing on setting, point of view, conflict, characterization, symbolism, and theme	Someday This Pain Will Be Useful To You--P.Cameron and excerpts from The Catcher in the Rye--J.D. Salinger	This novel isn't part of Studysync, but any I can use any sources they have that discuss the anti-hero	on the summative assessment students will be asked to write a well developed essay to do with James's characterization, and pull support from the text and/or to make comparisons between the anti-heros in these two stories.
		students will identify the hallmarks of the Anti-Hero, and compare/ contrast with the archetypal hero			
		students will find evidence (details and examples) to support an idea or identify a pattern			
		students will use use inference skills to draw conclusions			
		students will generate possible meanings for symbols and defend their ideas from the text			
		students will use symbols and their likely meanings to arrive at possible themes			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Satire	12 days	students will define satire	Brave New World--Huxley. 1984--Orwell		Possible Assesments: read a satirical poem and ID the target. Support that conclusions with examples of irony and exaggeration
		studens will identity and recognize the tools of the satirist			Write an essay response that relates a quote by the author to concepts found in the story
		students will use those tools (exaggeration and irony) to identify the target of a satire			
		students will define and recognize allusions			
		students will give examples of the setting doing the job of creating atmosphere			
		Students will find and explain examples of characterization			
		Students will use characterization to evaluate the dystopian society depicted			

		Students will use scenes and characterization to identify the competing philosophies presented in the story.			
		students will recognize and explain examples of irony in BNW			
		Students will analyze scenes to reveal the author's point of view/ purpose of the satire			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Multi Cultural Short Stories/ Essays/Poems	6 days		Family Matters--xx, Walk on By--B. Staples, All-American Slurp--Namioka, The Struggle to Be an American Girl--xx, For the White Poets Who Would be Indian--xx, White Lies--Trelawny, By Any Other Name--Rama Rau, Me Talk Pretty One Day--Sedaris, Persona Errata--Tan		Short essays that show understanding of characterization or an idea expressed in the reading.
		Students will read literature for understanding			
		examine another culture's attitudes and ideas			
		recognize and identify elements of literature used in the text. Focus on conflict, characterization, irony, symbolism			
		find essential details and examples that support a given subject, idea or theme (Analyze)			
		use details and examples in literature to identify a recurring subject, idea or theme (Synthesize)			
		Students will make comparisons between texts			
		Students will use diction to reveal a speaker's attitude			
		Students will lead and participate in small and large groups discussions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Literature Analysis	1 1/2 days. Written in class		Story not read together	N/A	Students are given a new story and a prompt that focuses on one element of literature. They find examples from the story that show how that elelment is used or developed, and write an essay.
		Students will read literature for understanding			
		examine another culture's attitudes and ideas			
		recognize and identify elements of literature used in the text. Focus on conflict, characterization, irony, symbolism			

		find essential details and examples that support a given subject, idea or theme (Analyze)			
		use details and examples in literature to identify a recurring subject, idea or theme (Synthesize)			
		Students will make comparisons between texts			
		Students will use diction to reveal a speaker's attitude			
		Students will lead and participate in small and large groups discussions			
Unit/GENRE/THEME	**Pacing**	**Learning Goals**	**Possible Novels**	**Supporting Study Sync Materials**	**Assessment**
Macbeth	15 days	Read Literature for Understanding	Shakespeare's Macbeth	not this first semester, but I will be using the guide questions/ vocabulary once I have a chance to prepare it	Quizzes and a final test, objective and esssay
		a) recognize and identify elements of literature used in the text			
		b) examine the literature carefully to find essential details and examples that support a given subject, idea or theme (Analyze)			
		c) use details and examples in literature to identify a recurring subject, idea or theme (Synthesize)			
		Explain/Chart the structure of a tragedy, and compare the Tragic Hero to the Hero Archetype			
		Lead and Participate in small and large group discussions			
		Recognize key differences between a script and a novel			
		Examine a soliloquy to find evidence of character			
		Identify and gather repeated images (darkness, blood, animals, and clothing) to lead to possible themes.			
		Compare the accepted hierarchy of the Elizabethan era to ideas presented in the play.			
		Explain the meaning and significance of selected quotes from the play.			
		Compare and contrast Lady Macbeth and Lady Macduff			
		Watch each act performed for plot and clarity			
		Watch selected scenes from different performances, and make comparisons among them. What is the effect? How might it change the ideas in the script? etc.			

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Central Ideas and Details				
	LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Theme > Model Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Theme > Your Turn Unit 2 > Integrated Reading and Writing > The Postmaster > Close Read: The Postmaster > Write Unit 6 > Integrated Reading and Writing > A Temporary Matter > Skill: Theme > Model Unit 6 > Integrated Reading and Writing > A Temporary Matter > Skill: Theme > Your Turn Unit 6 > Integrated Reading and Writing > A Temporary Matter > Close Read: A Temporary Matter > Read > Skills Focus	Evalutate stated or implied theme developement	implied, stated, theme	MASTER
	LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Story Elements > Model Unit 2 > Integrated Reading and Writing > The Postmaster > Close Read: The Postmaster > Write Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Story Elements > Your Turn Unit 6 > Integrated Reading and Writing > Ghosts > Skill: Story Elements > Model Unit 6 > Integrated Reading and Writing > Ghosts > Close Read: Ghosts > Write Unit 6 > Integrated Reading and Writing > Ghosts > Skill: Story Elements > Your Turn Unit 2 > Integrated Reading and Writing > Hamlet > Skill: Dramatic Elements and Structure > Model Unit 2 > Integrated Reading and Writing > Hamlet > Close Read: Hamlet > Write Unit 2 > Integrated Reading and Writing > Hamlet > Skill: Dramatic Elements and Structure > Your Turn Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Skill: Dramatic Elements and Structure > Model Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Close Read: The Glass Menagerie > Write Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Skill: Dramatic Elements and Structure > Your Turn	Analyze literary elements (development and interaction)	characterization, setting, plot	NEW/DEEPEN: using an element of literature as a lens for analysis
		Author's Craft				
	LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Skill: Point of View > Model Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Close Read: Gulliver's Travels > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Close Read: Gulliver's Travels > Write Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Skill: Point of View > Your Turn Unit 2 > Integrated Reading and Writing > The Pardoner's Prologue > Skill: Point of View > Model Unit 2 > Integrated Reading and Writing > The Pardoner's Prologue > Close Read: The Pardoner's Prologue > Read > Skills Focus Unit 2 > Integrated Reading and Writing > The Pardoner's Prologue > Close Read: The Pardoner's Prologue > Write Unit 2 > Integrated Reading and Writing > The Pardoner's Prologue > Skill: Point of View > Your Turn	Evalutate how point of view affects the text	point of view, aesthetic	REINFORCE/APPLY
	LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Skill: Story Structure > Model Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Close Read: The Mysterious Anxiety of Them and Us > Read > Skills Focus Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Close Read: The Mysterious Anxiety of Them and Us > Write Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Skill: Story Structure > Your Turn Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Skill: Poetic Elements and Structure > Model Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Skill: Poetic Elements and Structure > Your Turn Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Story Structure > Model Unit 1 > Integrated Reading and Writing > The Metamorphosis > Close Read: The Metamorphosis > Write Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Story Structure > Your Turn Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Skill: Dramatic Elements and Structure > Model Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Skill: Dramatic Elements and Structure > Your Turn	Evluate how structure affects the overall text	text structure	REINFORCE
		Knowledge and Ideas				

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Prose and Poetry	LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Model Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Read > Skills Focus Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Write Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Your Turn Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Skill: Compare and Contrast > Model Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Close Read: The Love Song of J. Alfred Prufrock > Read > Skills Focus Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Skill: Compare and Contrast > Your Turn Unit 5 > Integrated Reading and Writing > The Love Song of J. Alfred Prufrock > Close Read: The Love Song of J. Alfred Prufrock > Write	Make comparisons between texts across time periods for theme development	theme development, compare and contrast	REINFORCE
	LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Theme > Model Unit 2 > Integrated Reading and Writing > The Postmaster > Skill: Theme > Your Turn Unit 2 > Integrated Reading and Writing > The Postmaster > Close Read: The Postmaster > Write Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Model Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Your Turn Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Read > Skills Focus Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Write Unit 4 > Integrated Reading and Writing > Ode on a Grecian Urn > Close Read: Ode on a Grecian Urn > Write Unit 5 > Integrated Reading and Writing > A Cup of Tea > Close Read: A Cup of Tea > Write	Use identified themes to draw conclusions and generate questions	theme development, conclusions, inquiry	REINFORCE
	LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Model Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Skill: Compare and Contrast > Your Turn Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Read > Skills Focus Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Close Read: To His Excellency, General Washington > Write Unit 4 > Integrated Reading and Writing > Ode on a Grecian Urn > Close Read: Ode on a Grecian Urn > Write Unit 5 > Integrated Reading and Writing > A Cup of Tea > Close Read: A Cup of Tea > Write	Analyze (compare) a variety of perspectives across various literary texts	analysis, perspective, literary text	REINFORCE
		Range of Reading and Level of Text Complexity				
	LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	Grade 12 ELA Overview > Text Complexity > Page 3-96 Unit 1 > Integrated Reading and Writing > The Metamorphosis > First Read: The Metamorphosis > Read Unit 2 > Integrated Reading and Writing > Hamlet > First Read: Hamlet > Read Unit 6 > Integrated Reading and Writing > A Temporary Matter > First Read: A Temporary Matter > Read Unit 5 > Integrated Reading and Writing > The Big Idea > Skill: Recognizing Genre > Model Unit 3 > Integrated Reading and Writing > Blast: Self-Selected	Read a range of grade-level literary texts independently	grade-level, independent, proficient	REINFORCE
		Central Ideas and Details				
	LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Skill: Central or Main Idea > Model Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Skill: Central or Main Idea > Your Turn Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Close Read: Overcoming Impostor Syndrome > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Skill: Central or Main Idea > Model Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Skill: Central or Main Idea > Your Turn Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Close Read: Shakespeare: The World As Stage > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Close Read: Shakespeare: The World As Stage > Write Unit 5 > Integrated Reading and Writing > Be Ye Men of Valour > Skill: Central or Main Idea > Model Unit 5 > Integrated Reading and Writing > Be Ye Men of Valour > Skill: Central or Main Idea > Your Turn Unit 5 > Integrated Reading and Writing > Be Ye Men of Valour > Close Read: Be Ye Men of Valour > Write	Find central ideas in informational texts	central ideas, informational texts	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Skill: Informational Text Elements > Model Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Close Read: Honesty on Social Media > Read > Skills Focus Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Close Read: Honesty on Social Media > Write Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Skill: Informational Text Elements > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Skill: Informational Text Elements > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New "Golden Age" TV Shows the New Novels? > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New "Golden Age" TV Shows the New Novels? > Write Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Skill: Informational Text Elements > Your Turn	Recognize that all aspects of a text work together to create meaning	synthesis, contribute to the whole	REINFORCE
		Author's Craft				
	LA.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Author's Purpose and Point of View > Model Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Close Read: We Choose to Go to the Moon > Read > Skills Focus Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Author's Purpose and Point of View > Your Turn Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Close Read: We Choose to Go to the Moon > Write Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Rhetoric > Your Turn Unit 4 > Integrated Reading and Writing > Why I Write > Skill: Author’s Purpose and Point of View > Model Unit 4 > Integrated Reading and Writing > Why I Write > Close Read: Why I Write > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Close Read: Plessy v. Ferguson > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Close Read: Plessy v. Ferguson > Write	Cite evidence to support ideas and track developement of key ideas	cite, evidence, development	REINFORCE
	LA.12.RI.4	Evaluate an author’s perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Skill: Informational Text Structure > Model Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Close Read: Overcoming Impostor Syndrome > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Close Read: Overcoming Impostor Syndrome > Write Unit 1 > Integrated Reading and Writing > Overcoming Impostor Syndrome > Skill: Informational Text Structure > Your Turn Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Skill: Informational Text Structure > Model Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Close Read: Leadership During a Crisis > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Close Read: Leadership During a Crisis > Write Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Skill: Informational Text Structure > Your Turn	Understand author's purpose	author's purpose	REINFORCE
		Knowledge and Ideas				
	LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	Unit 3 > Integrated Reading and Writing > The Federalist Papers: No. 10 > Skill: Primary and Secondary Sources > Model Unit 3 > Integrated Reading and Writing > The Federalist Papers: No. 10 > Close Read: The Federalist Papers: No. 10 > Read > Skills Focus Unit 3 > Integrated Reading and Writing > The Federalist Papers: No. 10 > Close Read: The Federalist Papers: No. 10 > Write Unit 3 > Integrated Reading and Writing > The Federalist Papers: No. 10 > Skill: Primary and Secondary Sources > Your Turn Unit 3 > Integrated Reading and Writing > United States v. The Amistad > Skill: Primary and Secondary Sources > Model Unit 3 > Integrated Reading and Writing > United States v. The Amistad > Close Read: United States v. The Amistad > Read > Skills Focus Unit 3 > Integrated Reading and Writing > United States v. The Amistad > Close Read: United States v. The Amistad > Write Unit 3 > Integrated Reading and Writing > United States v. The Amistad > Skill: Primary and Secondary Sources > Your Turn	Understand and recognize purposes and different rhetorical styles of texts from various time periods.	rhetorical styles	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Informational Text	LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New “Golden Age” TV Shows the New Novels? > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New “Golden Age” TV Shows the New Novels? > Write Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Close Read: Plessy v. Ferguson > Read > Skills Focus Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Close Read: Plessy v. Ferguson > Write Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Close Read: Honesty on Social Media > Read > Skills Focus Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Close Read: Honesty on Social Media > Write	Compare arguements for validity and effectiveness	Validity	REINFORCE
	LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Skill: Informational Text Elements > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Skill: Informational Text Elements > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New "Golden Age" TV Shows the New Novels? > Read > Skills Focus Unit 1 > Integrated Reading and Writing > SyncStart: Are the New “Golden Age” TV Shows the New Novels? > Close Read: Are the New "Golden Age" TV Shows the New Novels? > Write Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Skill: Informational Text Elements > Model Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Skill: Informational Text Elements > Your Turn Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Close Read: Shakespeare: The World As Stage > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Shakespeare: The World As Stage > Close Read: Shakespeare: The World As Stage > Write Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Skill: Informational Text Structure > Model Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Skill: Informational Text Structure > Your Turn Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Close Read: Leadership During a Crisis > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Close Read: Leadership During a Crisis > Write Unit 6 > Integrated Reading and Writing > Honesty on Social Media > Close Read: Honesty on Social Media > Write	Analyze (compare) a variety of perspectives across various informational texts	perspective	REINFORCE
		Range of Reading and Level of Text Complexity				
	LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	Grade 12 ELA Overview > Text Complexity > Page 3-96 Unit 1 > Integrated Reading and Writing > Booster Staff Investigates > Independent Read: Booster Staff Investigates > Read Unit 3 > Integrated Reading and Writing > I Am Prepared to Die > Independent Read: I Am Prepared to Die > Read Unit 5 > Integrated Reading and Writing > Be Ye Men of Valour > First Read: Be Ye Men of Valour > Read Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Recognizing Genre > Model Unit 5 > Integrated Reading and Writing > Blast: Self-Selected	Read a range of grade-level informational texts independently	idependent, proficient, grade-level	REINFORCE
		Acquisition and Use				
	LA.12.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 1 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Model Unit 4 > Integrated Reading and Writing > The Big Idea > Skill: Academic Vocabulary > Your Turn Unit 5 > Integrated Reading and Writing > A Room of One’s Own > Independent Read: A Room of One’s Own > Write Unit 4 > Integrated Reading and Writing > Dear Mama > Close Read: Dear Mama > Vocabulary Unit 5 > Integrated Reading and Writing > The Glass Menagerie > Close Read: The Glass Menagerie > Vocabulary	Use appropriate grade-level vocabulary	vocabulary	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Vocabulary	LA.12.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Skill: Context Clues > Model Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Close Read: The Mysterious Anxiety of Them and Us > Read > Skills Focus Unit 6 > Integrated Reading and Writing > The Mysterious Anxiety of Them and Us > Skill: Context Clues > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Context Clues > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Context Clues > Your Turn Unit 4 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Skill: Context Clues > Model Unit 4 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Close Read: Lines Composed a Few Miles Above Tintern Abbey > Read > Skills Focus Unit 4 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Close Read: Lines Composed a Few Miles Above Tintern Abbey > Write Unit 4 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Skill: Context Clues > Your Turn	Use appropriate grade-level vocabulary	context-clues	REINFORCE
	LA.12.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Unit 5 > Integrated Reading and Writing > A Cup of Tea > Skill: Word Patterns and Relationships > Model Unit 5 > Integrated Reading and Writing > A Cup of Tea > Skill: Word Patterns and Relationships > Your Turn Unit 5 > Integrated Reading and Writing > A Cup of Tea > Close Read: A Cup of Tea > Read > Skills Focus Unit 2 > Integrated Reading and Writing > Beowulf (Lines 144-300 – Heaney Translation) > Skill: Word Patterns and Relationships > Model Unit 2 > Integrated Reading and Writing > Beowulf (Lines 144-300 – Heaney Translation) > Skill: Word Patterns and Relationships > Your Turn Unit 2 > Integrated Reading and Writing > Beowulf (Lines 144-300 – Heaney Translation) > Close Read: Beowulf (Lines 144-300 – Heaney Translation) > Read > Skills Focus	Use appropriate grade-level vocabulary	forms of words	REINFORCE
	LA.12.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Skill: Word Meaning > Model Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Skill: Word Meaning > Your Turn Unit 3 > Integrated Reading and Writing > Gulliver's Travels > Close Read: Gulliver's Travels > Read > Skills Focus Unit 5 > Integrated Reading and Writing > Be Ye Men of Valour > Skill: Word Meaning > Model	Use appropriate grade-level vocabulary	refererence materials, etymology, precise meanings	REINFORCE
		Context and Connotations				
	LA.12.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Technical Language > Model + Your Turn Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Skill: Technical Language > Your Turn Unit 1 > Integrated Reading and Writing > Plessy v. Ferguson > Close Read: Plessy v. Ferguson > Read > Skills Focus Unit 3 > Integrated Reading and Writing > Leadership During a Crisis > Skill: Technical Language > Model	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	Unit 5 > Integrated Reading and Writing > Shooting an Elephant > Skill: Figurative Language > Model Unit 5 > Integrated Reading and Writing > Shooting an Elephant > Close Read: Shooting an Elephant > Read > Skills Focus Unit 5 > Integrated Reading and Writing > Shooting an Elephant > Close Read: Shooting an Elephant > Write Unit 5 > Integrated Reading and Writing > Shooting an Elephant > Skill: Figurative Language > Your Turn Unit 5 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Skill: Figurative Language > Model Unit 5 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Close Read: Lines Composed a Few Miles Above Tintern Abbey > Read > Skills Focus Unit 5 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Close Read: Lines Composed a Few Miles Above Tintern Abbey > Write Unit 5 > Integrated Reading and Writing > Lines Composed a Few Miles Above Tintern Abbey > Skill: Figurative Language > Your Turn	Understand how authors use language: figurative, connotative, and technical	figurative language	REINFORCE
	LA.12.V.2.b	b. Analyze nuances in the meanings of words with similar denotations.	Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Connotation and Denotation > Model Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Connotation and Denotation > Your Turn Unit 2 > Integrated Reading and Writing > Shakespeare: The World as Stage > Skill: Connotation and Denotation > Model Unit 2 > Integrated Reading and Writing > Shakespeare: The World as Stage > Skill: Connotation and Denotation > Your Turn	Understand how authors use language: figurative, connotative, and technical	nuances, denotation	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
		Production of Writing				
	LA.12.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.*	Unit 1 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 6 > Extended Oral Project and Grammar > Revise > Oral Presentation Process: Revise > Write Unit 6 > Extended Oral Project and Grammar > Edit and Publish > Oral Presentation Process: Edit and Publish > Write	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.a	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	Library > Skills > Filter > Select: Grade 12 > Select: Grammar > Search: Capitalization > Capitalization - Other Proper Nouns Library > Skills > Filter > Select: Grade 12 > Select: Grammar > Search: Capitalization > Capitalization - Proper Adjectives Library > Skills > Filter > Select: Grade 12 > Select: Grammar > Search: Capitalization > Capitalization - Quotations Library > Skills > Filter > Select: Grade 12 > Select: Grammar > Search: Capitalization > Capitalization - Sentences	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	usage questions	Reinforce
	LA.12.W.1.b	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Semicolons, Colons, and Dashes > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Semicolons, Colons, and Dashes > Your Turn Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Library > Skills > Filter > Select: Grade 12 > Select: Grammar > Search: Colons and Semicolons > Colons and Semicolons	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	usage questions	Reinforce
	LA.12.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Unit 1 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 1 > Integrated Reading and Writing > SyncStart: Are the New 'Golden Age' TV Shows the New Novels? > Skill: Peer Review > Model	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Unit 3 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Intro Unit 3 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Read Unit 3 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 3 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 1 > Extended Writing Project and Grammar > Plan > Informative Writing Process: Plan > Write Unit 1 > Extended Writing Project and Grammar > Draft > Informative Writing Process: Draft > Write Unit 6 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Unit 1 > Integrated Reading and Writing > Timed Writing > Write: Timed Writing Unit 3 > Extended Writing Project and Grammar > Plan > Argumentative Writing Process: Plan > Write Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn Unit 3 > Extended Writing Project and Grammar > Draft > Argumentative Writing Process: Draft > Write Unit 3 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 4 > Integrated Reading and Writing > Dear Mama > Close Read: Dear Mama > Write > Organizer (left blue tab) Unit 4 > Integrated Reading and Writing > Dear Mama > Close Read: Dear Mama > Write Teacher Edition > 4. Write - Peer Review and Reflect	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Unit 1 > Extended Writing Project and Grammar > Revise > Informative Writing Process: Revise > Write Unit 2 > Extended Writing Project and Grammar > Revise > Narrative Writing Process: Revise > Write Unit 3 > Extended Writing Project and Grammar > Revise > Argumentative Writing Process: Revise > Write Unit 4 > Extended Writing Project and Grammar > Revise > Research Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write Unit 6 > Extended Oral Project and Grammar > Revise > Oral Presentation Process: Revise > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Informative Writing Process: Edit and Publish > Write Unit 2 > Extended Writing Project and Grammar > Edit and Publish > Narrative Writing Process: Edit and Publish > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Argumentative Writing Process: Edit and Publish > Write Unit 4 > Extended Writing Project and Grammar > Edit and Publish > Research Writing Process: Edit and Publish > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 6 > Extended Oral Project and Grammar > Edit and Publish > Oral Presentation Process: Edit and Publish > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Unit 5 > Extended Writing Project and Grammar > Revise > Literary Analysis Writing Process: Revise > Write Unit 5 > Extended Writing Project and Grammar > Edit and Publish > Literary Analysis Writing Process: Edit and Publish > Write Unit 3 > Integrated Reading and Writing > To His Excellency, General Washington > Blast: Candidates Want Your Clicks Unit 4 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write Unit 6 > Integrated Reading and Writing > Self-Selected Reading > Write: Self-Selected Response > Write	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
		Modes of Writing				
	LA.12.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.*	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Story Beginnings > Your Turn Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Model Unit 2 > Extended Writing Project and Grammar > Draft > Skill: Organizing Narrative Writing > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Narrative Techniques > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn 2 Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn 1	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Descriptive Details > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write Unit 2 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Thesis Statement > Your Turn Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 5 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Organizing Argumentative Writing > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 3 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Model Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Write Unit 5 > Extended Writing Project and Grammar > Draft > Skill: Reasons and Relevant Evidence > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write Unit 3 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 3 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Introductions > Your Turn Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Organizing Informative Writing > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Print and Graphic Features > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Model Unit 1 > Extended Writing Project and Grammar > Draft > Skill: Supporting Details > Your Turn Unit 3 > Integrated Reading and Writing > Hawaii's Story by Hawaii's Queen > Independent Read: Hawaii's Story by Hawaii's Queen > Write	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Write Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Transitions > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn 1 Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Precise Language > Your Turn 2	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Model Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Write Unit 1 > Extended Writing Project and Grammar > Edit and Publish > Skill: Style > Your Turn	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Model Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Your Turn Unit 1 > Extended Writing Project and Grammar > Revise > Skill: Conclusions > Write	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.6	*Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).*	Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Research and Notetaking > Your Turn Unit 1 > Integrated Reading and Writing > SyncStart: Are the New 'Golden Age' TV Shows the New Novels? > Skill: Annotation > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New 'Golden Age' TV Shows the New Novels? > Skill: Annotation > Your Turn Unit 1 > Extended Writing Project > Draft > Skill: Organizing Informative Writing > Model Unit 1 > Extended Writing Project > Draft > Skill: Organizing Informative Writing > Your Turn > Item 2 Unit 3 > Integrated Reading and Writing > United States v. The Amistad > Independent Read: United States v. The Amistad > Write > Organizer (left blue tab)	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Sources and Citations > Your Turn Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Critiquing Research > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Library > Blasts > Search: To Be Honest > Blast: To Be Honest Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Model Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Write Unit 4 > Extended Writing Project and Grammar > Revise > Skill: Paraphrasing > Your Turn Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 4 > Extended Writing Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Evaluating Sources > Your Turn	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
		Comprehension and Collaboration				
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Integrated Reading and Writing > The Museum > Independent Read: The Museum > Write	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Integrated Reading and Writing > The Museum > Independent Read: The Museum > Write	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Your Turn Unit 6 > Integrated Reading and Writing > Love After Love > Independent Read: Love After Love > Write > Teacher Edition - Instruction > 4. Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Speaking and Liste	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Unit 6 > Extended Oral Project and Grammar > Edit and Publish > Oral Presentation Process: Edit and Present > Write - Active Listening Checklist Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Engaging in Discourse > Write Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Model Unit 1 > Integrated Reading and Writing > SyncStart: Are the New "Golden Age" TV Shows the New Novels? > Skill: Collaborative Conversations > Your Turn	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Podcast, page 40 Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Multimodal Autobiography, page 41 Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Photomosaic Mural, page 42 Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Community Zine, page 43 Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Art-Making Workshop, page 44 Core ELA > Grade 12 > Additional Resources > Project Based Learning > Grade 12 > Community Maker Faire, page 45	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
		Presentation of Knowledge and Ideas				
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Considering Audience and Purpose > Your Turn Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Write Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Communicating Ideas > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Model Unit 6 > Extended Oral Project and Grammar > Revise > Skill: Reasons and Evidence > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Persuasive Techniques > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Rhetoric > Model Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Close Read: We Choose to Go to the Moon > Read > Skills Focus Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Close Read: We Choose to Go to the Moon > Write Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Rhetoric > Your Turn Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Author's Purpose and Point of View > Model Unit 1 > Integrated Reading and Writing > We Choose to Go to the Moon > Skill: Author's Purpose and Point of View > Your Turn	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Connotation and Denotation > Model Unit 1 > Integrated Reading and Writing > The Metamorphosis > Skill: Connotation and Denotation > Your Turn Library > Blast > Search: In the Deep > Blast: In the Deep Library > Blast > Search: Word for Word > Blast: Word for Word	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	ALIGNMENT	UNPACKING		
			Instructional Materials: Units, Lessons, etc.	Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
n i n g	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Model Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Write Unit 6 > Extended Oral Project and Grammar > Draft > Skill: Organizing an Oral Presentation > Your Turn Unit 6 > Extended Oral Project and Grammar > Plan > Oral Presentation Process: Plan > Write Unit 6 > Extended Oral Project and Grammar > Edit and Present > Oral Presentation Process: Edit and Present > Write	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

English 12 Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Unit 12.1 "What's Next?"	2 weeks	Analyze development of a central idea	*When Breath Becomes Air*	Are the New 'Golden Age' TV Shows the New Novels? (Argumentative)	Reading Checks
How can we transform the future?		Cite evidence to support conclusions		Community Colleges vs. Technical Schools (Informational)	Class Discussion and Feedback
Informational Texts		Interact with a text (annotation)		Overcoming Impostor Syndrome (Informational)	
		Evaluate author's purpose and perspective		What's Next Podcast #1-3	Personal Statement Essay
		Compare arguments between related texts		Bird by Bird: Some Instructions on Writing and Life (Informational)	
				We Choose to Go to the Moon (Argumentative)	
				How Much Indian Was I?, My Fellow Students Asked (Informational)	
		Analyze a prompt		Commencement Address at Wellesley College (Argumentative)	
		Plan, organize, draft, revise/edit		Plessy vs. Ferguson (Argumentative)	
				What's Next Podcast #7-9	
				Booster Staff Investigates (Informational)	
Unit 11.2 "Becoming"	2 weeks	Evaluate development of theme	*Into the Wild*	"Nature" by Emerson	Reading Checks
What are the forces that shape one's identity?		Cite evidence to support conclusions		"Self-Reliance" by Emerson	Class Discussion and Feedback
Nonfiction		Evaluate author's propse and perspective		"Civil Disobedience" by Thoreau	
		Notice author's text structure choices		Remarks at the Signing of the Highway Beautification Act	Teacher-Created Test
		Compare themes between related texts		"Because I could not stop for death" by Emily Dickinson	One-Pager Theme Project
		Synthesize ideas across genres			
Research Writing	2 weeks	Use a recursive writing process	n/a	Skill Spotlight lessons	Rough Draft
How is meaning created?		Defend a thesis		Student Models	Final Draft
		Evaluate source credibility		MLA Reference Materials	
		Improve and clarify writing through revision, editing			
Unit 11.2 "The Journey"	2 weeks	Analyze author's style through multiple texts	*The Adventures of Huck Finn*	Mark Twain's Life: "Inventing Mark Twain"	Reading Checks
How do life experiences shape one's perspective?		Evaluate theme development		"Autobiography of Mark Twain"	Class Discussion and Feedback
Historical Nonfiction and Fiction		Analyze plot and character development		"Life on the Mississippi"	
		Analyze author's tone and purpose		"The Celebrated Jumping Frog of Calaveras County"	Teacher-Created Test
		Notice historical context details			Expository Essay
END OF TERM	END OF TERM	END OF TERM	END OF TERM	END OF TERM	END OF TERM
Unit 11.1 "Breaking Away"	3 weeks	Sythesize ideas across genres	*The Crucible*	Puritan Texts:	Historical Context Synthesis Essay
How does independence define the American Spirit?		Notice historical context details across genre		"Of Plymouth Plantation"	
Historical Drama		Notice elements of drama		"Young Goodman Brown"	Reading Checks
		Evaluate theme development		"Sinners in the Hands of an Angry God"	Class Discussion and Feedback
		Analyze plot and character development		Poetry:	
				"Upon the Burning of Our House"	Teacher-Created Test
				"To My Dear and Loving Husband"	One-Pager Theme Project
				Selected StudySync resources re: McCarthyism and The Red Scare	
Unit 11.5 "Time"	3 weeks	Analyze tone and purpose	*The Great Gatsby*	"Ozymandias" (poem)	Reading Checks
What influence does the past have on our future?		Notice historical context details	*The Outsiders*		Class Discussion and Feedback
Historical Novel		Analyze plot and character development		Selected StudySync resources re: American Dream	Teacher-Created Test
		Evaluate point of view			Theme Analysis Essay
Unit 12.5 "Fractured Selves"	3 weeks	Analyze use of poetic elements	1984	The Great Figure (Poetry)	
What causes individuals to feel alienated?		Sythesize ideas across genre		The Love Song of J. Alfred Prufrock (Poetry)	
Modernism		Analyze author's tone and purpose		miss rosie (Poetry)	
		Interact with text (annotation)		The Idler (Poetry)	
		Analyze theme across genre		A Cup of Tea (Fiction)	
				The Glass Menagerie (Drama)	
				A Room of One's Own (Argumentative)	
				The New Dress (Fiction)	
				Hurricane Season (Poetry)	
				Be Ye Men of Valour (Argumentative)	
				The Pearl Divers' Daughters (Poetry)	
				Killers Of The Dream (Informational)	
				Shooting an Elephant (Informational)	
Unit 12.6 "Times of Transition"	2 weeks	Analyze author's style	n/a	The Mysterious Anxiety of Them and Us (Fiction)	
How are we shaped by change?		Cite evidence to support conclusions		Love After Love (Poetry)	
Fiction		Evaluate author's propse and perspective		The Museum (Fiction)	
		Notice author's text structure choices		A Temporary Matter (Fiction)	
		Analyze theme across genre		Tryst with Destiny (Argumentative)	
				A Small Place (Informational)	
				Ghosts (Fiction)	
				ARK (Fiction)	
				Blindspot: Hidden Biases of Good People (Argumentative)	
				News Literacy in the Misinformation Age (Informational)	
				Honesty on Social Media (Argumentative)	
				Dawn Revisited (Poetry)	
				Commencement Address at the New School (Argumentative)	

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Pr					
		Central Ideas and Details			
	LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	Evalutate stated or implied theme developement	implied, stated, theme	MASTER
	LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	Analyze literary elements (development and interaction)	characterization, setting, plot	NEW/DEEPEN: using an element of literature as a lens for analysis
		Author's Craft			
	LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	Evalutate how point of view affects the text	point of view, aesthetic	REINFORCE/APPLY
	LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	Evluate how structure affects the overall text	text structure	REINFORCE
		Knowledge and Ideas			
	LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Make comparisons between texts across time periods for theme development	theme development, compare and contrast	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Prose and Poetry	LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Use identified themes to draw conclusions and generate questions	theme development, conclusions, inquiry	REINFORCE
	LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	Analyze (compare) a variety of perspectives across various literary texts	analysis, perspective, literary text	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level literary texts independently	grade-level, independent, proficient	REINFORCE
Reading		**Central Ideas and Details**			
	LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	Find central ideas in informational texts	central ideas, informational texts	REINFORCE
	LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Recognize that all aspects of a text work together to create meaning	synthesis, contribute to the whole	REINFORCE
		Author's Craft			
	LA.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	Cite evidence to support ideas and track developement of key ideas	cite, evidence, development	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Informational Text	LA.12.RI.4	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	Understand author's purpose	author's purpose	REINFORCE
		Knowledge and Ideas			
	LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	Understand and recognize purposes and different rhetorical styles of texts from various time periods.	rhetorical styles	REINFORCE
	LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	Compare arguements for validity and effectiveness	Validity	REINFORCE
	LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	Analyze (compare) a variety of perspectives across various informational texts	perspective	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level informational texts independently	idependent, proficient, grade-level	REINFORCE
		Acquisition and Use			
	LA.12.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Use approprirate grade-level vocabulary	vocabulary	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Vocabular	LA.12.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Use approprirate grade-level vocabulary	context-clues	REINFORCE
	LA.12.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Use approprirate grade-level vocabulary	forms of words	REINFORCE
	LA.12.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Use approprirate grade-level vocabulary	refererence materials, etymology, precise meanings	REINFORCE
		Context and Connotations			
	LA.12.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	Understand how authors use language: figurative, connotative, and technical	figurative language	REINFORCE
	LA.12.V.2.b	b. Analyze nuances in the meanings of words with similar denotations.	Understand how authors use language: figurative, connotative, and technical	nuances, denotation	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
y					
		Production of Writing			
	LA.12.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.*	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.a	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	usage questions	REINFORCE
	LA.12.W.1.b	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!		REINFORCE
	LA.12.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
		Modes of Writing			

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.*	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.6	*Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).*	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
		Comprehension and Collaboration			
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Speaking and	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
		Presentation of Knowledge and Ideas			
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Listening	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

Writing and Research Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
Learning to Write Your Story	2 weeks	Notice author's craft in a model novel	*When Breath Becomes Air*	Novel unit materials	Reading Checks
How does time give one perspective on the significance of experiences?		Reflect on and find meaning in personal experiences		Skill Spotlight lessons	Class Discussion and Feedback
Personal Narrative Writing		Organize a response in a genre-specific structure		Student Models	
		Captivate a reader with effective language choices			Personal Narrative Essay
Research Writing	4 weeks	Use a recursive writing process	n/a	Skill Spotlight lessons	Rough Draft
How is meaning created?		Defend a thesis		Student Models	Final Draft
		Evaluate source credibility		MLA Reference Materials	
		Improve and clarify writing through revision, editing			
Author's Craft	3 weeks	Identify elements of author's craft	*The Great Gatsby*	Novel unit materials	Author's syle essay
What allows a text to endure the test of time?		Analyze how craft affects reader's experience and contributes to a novel's impact		"Bernice Bobs Her Hair" (short story by Fitzgerald)	Literary analysis essay
Literary Analysis		Analyze author's purpose and perspective			
		Notice plot and character development		Skill Spotlight lessons	
				Student Models	

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Reading Pr					
		Central Ideas and Details			
	LA.12.RP.1	Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	Evalutate stated or implied theme developement	implied, stated, theme	MASTER
	LA.12.RP.2	Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	Analyze literary elements (development and interaction)	characterization, setting, plot	NEW/DEEPEN: using an element of literature as a lens for analysis
		Author's Craft			
	LA.12.RP.3	Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	Evalutate how point of view affects the text	point of view, aesthetic	REINFORCE/APPLY
	LA.12.RP.4	Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	Evluate how structure affects the overall text	text structure	REINFORCE
		Knowledge and Ideas			
	LA.12.RP.5	Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Make comparisons between texts across time periods for theme development	theme development, compare and contrast	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
ose and Poetry	LA.12.RP.6	Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	Use identified themes to draw conclusions and generate questions	theme development, conclusions, inquiry	REINFORCE
	LA.12.RP.7	Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	Analyze (compare) a variety of perspectives across various literary texts	analysis, perspective, literary text	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RP.8	Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level literary texts independently	grade-level, independent, proficient	REINFORCE
Readin		**Central Ideas and Details**			
	LA.12.RI.1	Evaluate the development of central ideas over the course of an informational text or texts.	Find central ideas in informational texts	central ideas, informational texts	REINFORCE
	LA.12.RI.2	Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.	Recognize that all aspects of a text work together to create meaning	synthesis, contribute to the whole	REINFORCE
		Author's Craft			
	LA.12.RI.3	Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.	Cite evidence to support ideas and track developement of key ideas	cite, evidence, development	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
g I n f o r m a t i o n a l T e x t	LA.12.RI.4	Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.	Understand author's purpose	author's purpose	REINFORCE
		Knowledge and Ideas			
	LA.12.RI.5	Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.	Understand and recognize purposes and different rhetorical styles of texts from various time periods.	rhetorical styles	REINFORCE
	LA.12.RI.6	Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.	Compare arguements for validity and effectiveness	Validity	REINFORCE
	LA.12.RI.7	Analyze and evaluate multiple perspectives within and across a wide range of informational texts.	Analyze (compare) a variety of perspectives across various informational texts	perspective	REINFORCE
		Range of Reading and Level of Text Complexity			
	LA.12.RI.8	Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.	Read a range of grade-level informational texts independently	idependent, proficient, grade-level	REINFORCE
		Acquisition and Use			
	LA.12.V.1	*Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.*	Use approprirate grade-level vocabulary	vocabulary	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Vocabular	LA.12.V.1.a	a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.	Use approprirate grade-level vocabulary	context-clues	REINFORCE
	LA.12.V.1.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	Use approprirate grade-level vocabulary	forms of words	REINFORCE
	LA.12.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.	Use approprirate grade-level vocabulary	refererence materials, etymology, precise meanings	REINFORCE
		Context and Connotations			
	LA.12.V.2	*Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.*	Understand how authors use language: figurative, connotative, and technical	figurative, connotation, technical	REINFORCE
	LA.12.V.2.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.	Understand how authors use language: figurative, connotative, and technical	figurative language	REINFORCE
	LA.12.V.2.b	b. Analyze nuances in the meanings of words with similar denotations.	Understand how authors use language: figurative, connotative, and technical	nuances, denotation	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
y					
		Production of Writing			
	LA.12.W.1	*Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.*	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	conventions, fluency	REINFORCE
	LA.12.W.1.a	a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!	usage questions	REINFORCE
	LA.12.W.1.b	b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.	Use grammar not only to convey meaning, but to add variety and interest. Make grammar work for you!		REINFORCE
	LA.12.W.2	*Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.*	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.b	b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.c	c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.d	d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
	LA.12.W.2.e	e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.	Use an effective writing process that is aware of audience and purpose	audience, purpose	REINFORCE
		Modes of Writing			

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
	LA.12.W.3	*Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.*	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.b	b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.3.e	e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.	Write in a variety of forms with appropriate developement, structure, and style.	perspectives, task, discipline	REINFORCE
	LA.12.W.4	*Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.a	*a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.b	b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.c	c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.4.d	*d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.*	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.4.e	e. Provide a conclusion that follows from and supports the argument(s) presented.	Write an effective argument with appropriate support	argument, perspective, audience	REINFORCE
	LA.12.W.5	*Write informative/ explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.*	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.a	a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.b	b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.c	c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.5.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.5.e	e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.	Write a clear, well-developed, explanatory response	explanatory, structure, informational	REINFORCE
	LA.12.W.6	*Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).*	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.a	a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.b	b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
	LA.12.W.6.d	d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
	LA.12.W.6.e	e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).	Find, evaluate and use authorative/ credible sources	credibility, limitations, relevance	REINFORCE
		Comprehension and Collaboration			
	LA.12.SL.1	*Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.*	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.a	a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	**Key Vocabulary**	**Introduce/Reinforce/ Master**
Speaking and	LA.12.SL.1.b	b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.c	c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.d	d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
	LA.12.SL.1.e	e. Complete a task following complex, multi-step directions.	Communicate and collaborate to achieve a purpose/ fulfill a task	collaborate	REINFORCE
		Presentation of Knowledge and Ideas			
	LA.12.SL.2	*Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.*	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.a	a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.b	b. Convey a perspective with clear reasoning and valid evidence.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master
Listening	LA.12.SL.2.c	c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.d	d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE
	LA.12.SL.2.e	e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.	Effectively present findings with audience awareness	task, purpose, audience awarenness	REINFORCE

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

		Seward Public Schools	UNPACKING		
			Learning Goal	Key Vocabulary	Introduce/Reinforce/ Master

World Lit Planning

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Novels	Supporting Study Sync Materials	Assessment
BR 12.1: "Against the Wind"	2 weeks	Evaluate development of theme	n/a	Beowulf (A Graphic Novel) (Fiction)	Reading Checks
How are leaders forged from circumstances?		Cite evidence to support conclusions		Beowulf (Lines 144–300 – Gummere Translation) (Poetry)	Class Discussion and Feedback
Medieval Period		Evaluate author's purpose and perspective		Beowulf (Lines 144–300 – Heaney Translation) (Poetry)	
		Notice author's text structure choices		Grendel (Fiction)	Synthesis Essay
		Compare themes between related texts		The Pardoner's Prologue (Poetry)	
		Synthesize ideas across genres		Unsolved Mysteries of History: An Eye-Opening Investigation into the Most Baffling Events of All Time (Informational)	
				Sir Gawain and the Green Knight (Poetry)	
				Le Morte d'Arthur (Fiction)	
				Conversation with Geoffrey Ashe re: King Arthur (Informational)	
				The Lord of the Rings (Fiction)	
BR 12. 2 "The Human Condition"	3 weeks	Notice elements of drama	*Hamlet*	Speech to the Troops at Tilbury (Argumentative)	Reading Checks
How do we express the complexities of being human?		Evaluate theme development	*Long Way Down*	On Monsieur's Departure (Poetry)	Class Discussion and Feedback
English Renaissance		Analyze plot and character development		Richard III (Drama)	Teacher-Created Tests
		Interpret use of symbols		Shakespeare: The World as Stage (Argumentative)	Comparison Essay
		Notice author's text structure choices		Hamlet and His Problems (Argumentative)	
		Synthesize ideas across genres		Hamlet (Drama)	
		Interact with complex texts to make meaning (annotation		Rosencrantz and Guildenstern Are Dead (Drama)	
				Sonnet 18 (Poetry)	
				Sonnet 73 (Poetry)	
				Sonnet 29 (Poetry)	
				A Valediction: Forbidding Mourning (Poetry)	
				To Lucasta, Going to the Wars (Poetry)	
BR 12. 4 "Visions of Progress"	4 weeks	Evaluate author's purpose and perspective	*Pride and Prejudice*	Factory Children (Argumentative)	Reading Checks
When is it necessary to question the status quo?		Analyze the use of satire		The Cry of the Children (Poetry)	Class Discussion and Feedback
Victorianism		Notice the use of motifs		A Tale of Two Cities (Fiction)	Teacher-Created Test
		Notice historical context details		Charles Dickens: The Shonda Rhimes of Victorian Letters (Informational)	
		Analyze character development		Are the New "Golden Age" TV Shows the New Novels? (Argumentative)	
		Track the use of setting to advance plot		Honesty on Social Media (Argumentative)	
				Jane Eyre (Fiction)	
				Wide Sargasso Sea (Fiction)	

Unit/GENRE/THEME	Pacing	Learning Goals	Possible Stories	Supporting Study Sync Materials	Assessment
History of Short Stories	1 week	SWBAT: 1. Identify characteristics of short stories as genre 2. Identify first short story writer. 3. Connect short stories to oral traditions 4. Formulate an opinion on the main character and constructively critique others' claims.	"Rip Van Winkle"		Debate: is Rip Van Winkle Hero or Villain?
Realism	1-2 weeks	SWBAT identify the characteristics of realism and its historic role in literature. Students will summarize plots of the stories. SWBAT apply concepts of point of view and diction to the stories and discuss impact.	"The Occurrence at Owl Creek Bridge," "To Build a Fire," "The Open Boat"		Test
Romanticism	1 week	SWBAT identify the qualities of romanticism and correct fools who think it's a kissing story. Students will annotate romantic poem for understanding. Students will define framed narrative. Students will examine cause & effect of the plot events. Students will compare the wedding guest with the mariner and develop claims about what they understand at the end.	"Rime of the Ancient Mariner"		One-pager
Mad Scientist Archetypes	2-3 weeks	SWBAT describe the mad scientist archetype. SWBAT will thematically analyze the archtype for messages about forbidden knowledge. Students will then construct a literary argument with textual evidence. SWBAT apply archetypical understanding to design a mad scientist story of their own.	Nathaniel Hawthorne's "The Birthmark," "Rappaccini's Daughter," or "Dr. Heidegger's Experiment"		Essay, short story
Westerns	1-2 weeks	SWBAT analyze archtypes presented in Westerns and synthesize statements about thematic contributions and conflicts in such archtypes.	"A Bride Comes to Yellow Sky," "The Outcasts of Poker Flat"		Literary analysis essay
Magical Realism	2 weeks	SWBAT identify the characteristics of magical realism, synthesize statements about thematic development with particular attention to characters	"The Book of Sand," "A Very Old Man with Enormous Wings," "The Handsomest Drowned Man in the World"		One-pager

Author Study: Flannery O'Connor and the Southern Gothic	2 weeks	SWBAT summarize the life of Flannery O'Connor. Students will differentiate between gothic romance and southern gothic genres. Students will critque the influence of irony in the stories.	"A Good Man is Hard to Find," "Everything that Rises Must Converge," "Good Country People"		Test, essay, or one-pager	
Walter Mitty	1.5 weeks	Students will compare and contrast the short story with the 2013 film.	"The Secret Life of Walter Mitty," story and movie		Socratice seminar	
The Metamorphis	1-2 weeks	SWBAT apply allegorical understanding to a literary interpretation of Kafka's story focusing on one of the following lenses: autobiographical elements of the writer's life, social-emotional health, or capitalist critque. Students will use text evidence to defend their hypotheses	*The Metamorphosis*		Essay	
Bartleby the Scrivener	1 week	Students will apply notice and note techniques to the story. Students will share their observations in a socratic seminar and collaboratively construct meaning.	"Bartelby the Scrivener"		Socratice seminar	
Dealing with Disappointment	1-2 weeks	Students will research biographical information about the authors. Students will connect this information as potentially influential to the stories. Students may analyze symbolism, irony, or characterization. Students will connect the stories to social issues and create infographics to raise awareness of healthy responses vs. unhealthy responses.	"The Rockinghorse Winner," "A Clean Well-Lighted Place," "A&P," "Paul's Case"		Infographic poster	
Women in Literature	2 weeks	SWBAT analyze irony's role in each story. Cite evidence of each protagonist's development and struggle for autonomy.	"The Story of an Hour," "The Yellow Wallpaper," "St. Lucy's Home for Girls," "As I Stand Here Ironing," "Girl"		Socratic seminar or one-pager	
War Stories	2 weeks	SWBAT define juxtaposition and investigate its appearance in literature. Students will apply this to synthesize a literary criticism of either story.	"The Red Convertible," "The Things They Carried"		Essay	
Essay as Story	2 weeks	SWBAT connect short story characteristics with personal essay writing. Students will then imitate the style to create their own personal story.	GK Chesterton's "A Piece of Chalk"		Personal essay	

What is heritage?	1 week	Students will define heritage. SWBAT answer the question of who doesn't understand heritage. Students will present speeches about items items they feel connect to their heritage.	"Everyday Use"		Speech on what makes the student an individual	
Family Roles	1 week	Students will examine family expectations and motives in the story and discuss the impact of changing roles.	Alice Munroe "Boys and Girls" & Amy Tan's "Two Kinds"		Socratic seminar	
Neil Gaiman Author Study	1-2 weeks	Summarize development	"Click Clack the Rattlebag" and *The Graveyard Book*		*This may end up in the writing seminar class	

Unit/GENRE/THEME	Pacing	Learning Goals	*Possible Novels*	Supporting Study Sync Materials	Assessment
Director Study	*All presentations will be dependent upon how many students are in the class	Students will choose a director and watch any three films by this person. Students will then construct presentations about what qualities are recognizable as this director's.	Hitchcock or Christopher Nolan film tbd		Speeches
Genre Study		Students will choose a genre and watch any three films in this genre. Students will then construct presentations about what define this genre			Speeches
Compare and Contrast		Students will compare and contrast two films (either a reboot, remake, or adaptation of literature). Students will then create presentations about their findings and make arguments about which is most effective.			Speeches
What makes a classic?		Students will watch *Casablanca* and then make claims about why it's considered a classic.	*Casablanca*		Socratic seminar
Heist Movies		Students will theorize why "the lovable criminal" is a trope. Students will identify archetypes within the films.	*The Italian Job, National Treasure, Gone in 60 Seconds, or The Maiden Heist*		Poster
Juxtaposition		Students will explore juxtaposition in film.	The Grand Budapest Hotel, Lost in Translation, Driving Lessons		Socratic seminar
Sound and Light		Students will examine the manipulation of lighting and sound on films.	Movie tbd with parent approval letters*		Esssay
Foreign Film		Students will discuss the difficulties in translation choices.	Movie tbd with parent approval letters		Socratic seminar
Notice and Note		Students will learn about notice and note techniques, define each and apply them to short films	Disney shorts		Essay
			* Any films above G would be approved through the office first, and then with parent letters. The struggle is finding movies most students have not already seen and being able to have variabilty when students repeat the class.		

3001
Budget and Property Tax Request

The board of education shall adopt a budget each year to support the school district's programs and services for the ensuing fiscal year. The superintendent of schools shall be responsible for developing the budget subject to the direction and decisions of the board. The budget document shall be under continuous development, based upon the requirements of the adopted educational program.

BUDGET PROCEDURES

Proposed Budget. The superintendent shall prepare the proposed budget in accordance with board policies and goals, state statutes, and regulations. As the district's spending plan, the budget will be based on up-to-date revenue estimates, and will reflect the assessed needs and programs approved by the board.

Budget Hearing Notice. Notice of place and time of the hearing, together with a summary of the proposed budget statement, must be published at least four calendar days prior to the date set for hearing in a newspaper of general circulation within the school district. The four calendar days shall include the day of publication but not the day of hearing. The notice shall include the following statement:

> For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: ~~[Insert Internet address for the web site established pursuant to Laws 2021, LB528, section 5].~~ https://nep.education.ne.gov/

In addition, the district must electronically publish this statement on the school district web site. Such electronic publication must be prominently displayed with an active link to the Internet address for the web site established by the Nebraska Budget Act to allow the public access to the information.

Budget Hearing. The board must conduct a hearing prior to adopting the budget. The hearing must be held separately from any regularly scheduled meeting and may not be limited by time. The board must make a presentation outlining key provisions of the proposed budget statement, including, but not limited to, a comparison with the prior year's budget. Any member of the public desiring to speak on the proposed budget statement shall be allowed to address the board at the hearing and must be given a reasonable amount of

time to do so. Five minutes shall generally be considered a reasonable amount of time.

Budget Hearing Documents. The board must make at least three copies of the proposed budget statement and at least one copy of all other reproducible written material to be discussed at the hearing available to the public at the hearing.

Budget Adoption. After the budget hearing, the proposed budget statement shall be adopted or amended and adopted as amended. If the adopted budget statement reflects a change from that shown in the published proposed budget statement, a summary of the changes (including the items changed and the reasons for such changes) must be published in a newspaper of general circulation within the school district within twenty calendar days after its adoption without further hearing.

Certification and Filing. The amount to be received from personal and real property taxation shall be certified to the appropriate levying board as provided by law. The budget shall also be filed with the state auditor.

Purchase Authorization. Except for bids required under the section "Bid Letting and Contracts," the board's adoption of the budget shall authorize the purchases without further board action.

Monthly Report. At each monthly board meeting, the superintendent will provide a report on the current status of the major sections of the budget.

PROPERTY TAX REQUEST PROCEDURES – PROPERTY TAX REQUEST IS EQUAL TO OR LOWER THAN THE ALLOWABLE GROWTH PERCENTAGE

Property Tax Request Hearing. The board must hold a special public hearing called for the purpose of passing a property tax request resolution.

Property Tax Request Hearing Notice. The district must publish a hearing notice in a newspaper of general circulation in the school district at least four calendar days prior to the hearing. The four calendar days shall include the day of publication but not the day of hearing. The hearing notice must contain the following information: The certified taxable valuation under section 13-509 for the prior year, the certified taxable valuation under section 13-509 for the current year, and the percentage increase or decrease in such valuations from the prior year to the current year; the dollar amount of the prior year's tax request and the property tax rate that was necessary to fund that tax request; the property tax rate that would be necessary to fund last year's tax request if applied to the current year's valuation; the proposed dollar amount

of the tax request for the current year and the property tax rate that will be necessary to fund that tax request; the percentage increase or decrease in the property tax rate from the prior year to the current year; and the percentage increase or decrease in the total operating budget from the prior year to the current year.

Increase in Total Property Taxes Levied. If the annual assessment of property would result in an increase in the total property taxes levied as determined using the previous year's rate of levy, the district's property tax request for the current year shall be no more than its property tax request in the prior year, and the district's rate of levy for the current year shall be decreased accordingly when such rate is set by the county board of equalization.

Decrease or No Change in Total Property Taxes Levied. If the annual assessment of property would result in no change or a decrease in the total property taxes levied as determined using the previous year's rate of levy, the district's property tax request for the current year shall be no more than its property tax request in the prior year, and the district's rate of levy for the current year shall be adjusted accordingly when such rate is set by the county board of equalization.

Resolution. The board shall pass a resolution to set the amount of its property tax request only after holding the public hearing. The resolution setting the district's property tax request at an amount that exceeds the prior year's property tax request shall include, but not be limited to, the information required by section ~~77-1601.02(4)~~ 77-1632(4).

Certification. The resolution setting the property tax request shall be certified and forwarded to the county clerk on or before October 15th of the year for which the tax request is to apply.

PROPERTY TAX REQUEST PROCEDURES – PROPERTY TAX REQUEST IS GREATER THAN THE ALLOWABLE GROWTH PERCENTAGE

Property Tax Request Hearing. The board must hold a public hearing called for the purpose of passing a property tax request resolution. If another political subdivision within the county also seeks to exceed the allowable growth percentage, the hearing will be a joint hearing. In the event of a joint hearing, each political subdivision must designate one representative to attend the joint public hearing on behalf of the political subdivision. If a political subdivision includes area in more than one county, the political subdivision shall be deemed to be within the county in which the political subdivision's principal headquarters are located. The hearing agenda will only

include discussion on each political subdivision's intent to increase its property tax request by more than the allowable growth percentage to the extent allowed by law.

The hearing must be held after 6 p.m. on or after September 17th and before September 28th and before the district files its adopted budget statement. Any member of the public must be allowed a reasonable amount of time to speak at the hearing.

At the joint public hearing, the representative of each political subdivision must give a brief presentation on the political subdivision's intent to increase its property tax request by more than the allowable growth percentage to the extent allowed by law and the effect of such request on the political subdivision's budget. The presentation must include, at a minimum, all information and statements required by law.

Property Tax Request Hearing Notice. Notice of the joint public hearing must be provided by:

- The County Assessor sending a postcard with all required information to all affected property taxpayers. The postcard shall be sent to the name and address to which the property tax statement is mailed;
- Posting notice of the hearing with all required information on the home page of the relevant county's web site, except that this requirement shall only apply if the county has a population of more than twenty-five thousand inhabitants; ***and***
- Publishing notice of the hearing with all required information in a legal newspaper in or of general circulation in the relevant county.

Provide Information to County Clerk. Each political subdivision that participates in the joint public hearing shall provide the following information to the county clerk by September 5th: the date, time, and location for the joint public hearing; a listing of and telephone number for each political subdivision that will be participating in the joint public hearing; and the amount of each participating political subdivision's property tax request.

Resolution. The board shall pass a resolution to set the amount of its property tax request only after holding the public hearing. The resolution setting the district's property tax request at an amount that exceeds the prior year's property tax request, including any increase in excess of the allowable growth percentage shall include, but not be limited to, the information required by law.

Certification. The resolution setting the property tax request shall be

certified and forwarded to the county clerk on or before October 15th of the year for which the tax request is to apply.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3003.1
Bidding for Construction, Remodeling, Repair, or Related Projects Financed with Federal Funds

I. Applicability of the Policy

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds $109,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In addition, all procurement and construction shall comply with the rules and requirements of 2 CFR part 200.317 through 200.326 and 34 CFR sections 75.601 through 75.615. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

II. All projects undertaken pursuant to this policy will be subject to the following bond requirements

A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.

B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.

C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with

a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

III. Construction Projects with an Anticipated Cost of Under $250,000

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to $10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between $10,000 and $250,000 (Small Purchase Procedures)

For construction projects subject to this policy, small purchases are purchases that, in the aggregate amount, is more than $10,000 and less than $250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between $109,000 and $249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of $109,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between $109,000 and $250,000.

IV. Construction Projects with an Anticipated Cost Over $250,000

A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of $250,000 or more will be publicly solicited using the sealed bid method

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;

2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

4. The contract will be awarded to the lowest responsive and responsible bidder.

a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.

b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.

c) Any or all bids may be rejected if there is a sound documented reason.

5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on

the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.

2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.

2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.

3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.

4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.

5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.

6. Bids will be reviewed by the Superintendent and/or designee and submitted to the board for approval.

7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the

bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

V. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards. This includes a "Buy American" provision that provides that as appropriate and to the extent consistent with law, the District and contractor should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of the Buy American provision must be included in all subawards including all contracts and purchase orders for work or products under this award.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the U.S. substantially using agricultural commodities produced in the U.S.

C. Full and Open Competition

The district's procurement transactions will be conducted in a manner

providing full and open competition consistent with 2 C.F.R §200.319.

D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

F. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of

significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Construction Records for Projects Financed with Federal Funds

a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of construction records shall be in accordance with applicable law and Board policy.

VI. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Contracts covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board's discretion.

VII. Financial Management

A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and

number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up

to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program

income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VIII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

C. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule

10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3004.1
Fiscal Management for Purchasing and Procurement Using Federal Funds

I. Applicability of Policy

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

II. Procurement System

The District maintains the following purchasing procedures.

A. Responsibility for Purchasing

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

B. Methods of Purchasing

The type of purchase procedures required depends on the cost of the item(s) being purchased.

1. Purchases up to $10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed $10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

2. Purchases between $10,000 and $250,000 (Small Purchase Procedures)

Small purchases are purchases that, in the aggregate amount, is more than $10,000 and less than $250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

3. Purchases Over $250,000

a) Sealed Bids (Formal Advertising)

For purchases over $250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

b) Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of $250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

4. **Noncompetitive Proposals (Sole Sourcing)**

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1) The item is available only from a single source;

2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

3) The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or

4) After solicitation of a number of sources, competition is determined inadequate.

b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.

c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds $250,000.

5. **Competitive Proposals.**

a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2) Proposals must be solicited from an adequate number of qualified sources; and

3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

C. Use of Purchase (Debit & Credit) Cards

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

D. Federal Procurement System Standards

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

E. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over $25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

F. Settlements of Issues Arising Out of Procurements

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

III. Conflict of Interest and Code of Conduct

A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.

B. Purchases covered by this policy are subject to the following additional provisions.

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.

2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of $25 or less.

D. Enforcement

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, or agents of the District.

IV. Property Management Systems

A. Property Classifications

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or $5,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or $5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

3. Computing Devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

    a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

    b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

B. Inventory Procedure

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

C. Inventory Records

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

D. Physical Inventory

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

E. Maintenance

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

F. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

G. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be

supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

H. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current FMV of $5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency.

I. Equipment and Capital Expenditures

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

J. Depreciation

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

V. Financial Management

A. Identification

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to $500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be

accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

(1) Are verifiable from the non-Federal entity's records;
(2) Are not included as contributions for any other Federal award;
(3) Are necessary and reasonable for accomplishment of project or program objectives;
(4) Are allowable under subpart E (Cost Principles) of this part;
(5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
(6) Are provided for in the approved budget when required by the Federal awarding agency; and
(7) Conform to other provisions of this part, as applicable.

J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VI. Written Compensation Policies

A. Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

(1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
(2) Be incorporated into official records;
(3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
(4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;

(5) Comply with the established accounting policies and practices of the District and
(6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

B. Time and Effort Procedures

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

C. Fringe Benefits

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

D. Leave

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

E. Unexpected or Extraordinary Circumstances

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

F. Documentation for Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

VII. Other Contract Matters.

A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

Buy American. The District participates in the National School Lunch Program and School Breakfast Program and is required to use the nonprofit food service funds, to the maximum extent practicable, to buy domestic commodities or products for Program meals. A "domestic commodity or product" is defined as one that is either produced in the U.S. or is processed in the U.S. substantially using agricultural commodities that are produced in the U.S. as provided in 7 CFR 210.21(d). The District may deviate from this general requirement only if:

- The product is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; or
- Competitive bids reveal the costs of a U.S. product are significantly higher than the non-domestic product.

C. Record Keeping

1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and

Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3033
Lending Textbooks to Children Enrolled in Private Schools

Through June 30, 2024, the school district shall make textbooks available to private school children who reside within the district or are otherwise entitled to borrow them pursuant to statute and 92 Nebraska Administrative Code, section 4. The district is obligated to purchase and lend textbooks only to the extent that the Legislature appropriates funds to the Nebraska Department of Education to be distributed for this purpose. As used in this policy, "textbooks" shall have the definition adopted by the Nebraska State Board of Education in Rule 4.

The district shall make a request for funds by filing an application on the form prescribed by the Department of Education no later than February 15th prior to the school year for which the application is made. The application shall include: the number of applications received; the number of textbooks requested; the number of textbooks needed to be purchased to fill the requests; the purchase price of the textbooks needed to be purchased which may include up to 5% of the cost to defray administrative expense; the title, purchase price, and number requested of each textbook including any shipping or handling charges; and if applicable the amount of carryover funds remaining from the previous year, amount of funds on hand from sale of unused textbooks, and amount of funds on hand from reimbursements for damaged textbook.

Textbooks which have not been requested for three consecutive years may be classified as unused and disposed of by sale or otherwise.

On or before November 15th, the district shall prepare a list of textbooks that are designated for use in the district during the current year and a list of new textbooks designated for use the following school year. The lists shall be kept current and in a place where they may be viewed during regular business hours. The district shall maintain a separate inventory of textbooks purchased for the use of private school children residing in the district.

Any parent or legal guardian who wishes to borrow textbooks shall submit an application on the form prescribed by the Department of Education to the district's administration offices on or before January 15th prior to the school year for which the application is made. The district shall maintain a supply of blank application forms and receipt forms. It shall keep the forms that have been signed by parents and guardians in a separate file for at least 5 years. It shall notify the parents and guardians at least 10 days prior to the start of

school when and where the textbooks will be available. It shall make textbooks available to parents or guardians on or before August 15th. If the number of textbooks for a particular subject or grade level is insufficient to fill all of the requests, the textbooks shall be distributed to parents and guardians based on a random drawing.

Parents and guardians shall sign a receipt on the form prescribed by the Department of Education when they pick up the textbooks and shall return the textbooks that can be returned no later than 15 days after the district's last day of class. The district shall assess the returned textbooks for damage beyond normal wear and tear. The parent or guardian who signed the receipt is responsible for paying the reasonable cost of the repair or replacement of any book that is damaged, lost, stolen, or not returned.

The school district shall limit the loan each year to ten textbooks per student for students in grades K-6 and to eight textbooks per student for students in grades 7-12.

This policy shall terminate July 1, 2024.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4003
Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to insure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated the transportation director as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

Transportation Director may be contacted at (402) 643-6069

Covered Drivers. Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday. A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all

time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct. No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to

testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing. All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests

physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing. A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Review Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. If required by DOT regulations, personal information collected and maintained pursuant to this policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a refusal to submit to any test required by this policy and the school district's drug testing program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.) Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting. An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and

transfer of the sample to another laboratory before the retest will be performed.

Adopted on: June 14, 2010
Revised on: August 10, 2020
Reviewed on: _____

4045
Milk Expression

Except as otherwise provided by law, t~~T~~he district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time such employee has the need to do so. The District will provide ~~in~~ a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public ~~for one year after the child's birth~~. These accommodations will be provided for one year after the child's birth, unless otherwise required by law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4059

~~Suicide Prevention~~Behavioral and Mental Health Training

All public school employees who interact with students and any other appropriate personnel are required to complete at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training every year. The superintendent will determine the appropriate personnel required to receive the training.~~:~~ The training materials for this training must be included in the Nebraska Department of Education's list of approved training materials.

~~school nurses~~
~~teachers~~
~~counselors~~
~~school psychologists~~
~~administrators~~
~~school social workers~~
~~community coaches~~
~~paraeducators~~
~~bus drivers~~
~~kitchen staff~~
~~custodians~~
~~secretarial and clerical staff~~

These employees must complete the ~~online~~ training designated by the school district or superintendent ~~provided by the Nebraska Department of Education~~ no later than October 31 of each school year or within 30 days of their initial employment, whichever is later. Failure to complete this training ~~shall constitute just cause for the termination or nonrenewal of an~~may subject the employee to employment-related discipline ~~employee's contract~~.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5003
Admission of Part-Time Students

A student may be permitted to enroll on a part-time basis pursuant to this policy and applicable curricular practices when enrollment is appropriate for reasons that include but are not limited to the following: the student attends another education institution on a part-time basis; is enrolled for a limited number of credit hours needed to graduate; has a modified schedule because of a disability or as part of an individualized education plan; or is a student who resides in the school district but attends a private, denominational, or parochial school or a school that elects not to meet accreditation or approval requirements (referred to herein as an exempt school student or an exempt school, respectively).

Application for Enrollment. The parent or guardian of an exempt school student who is of appropriate age to attend school, ~~resides in~~is a resident of the school district, has not graduated from high school, and has not received a graduate equivalency diploma must meet all of the district's admission requirements and file an application for enrollment on forms provided by the school district by August 1 of the year of enrollment. For second semester high school courses, the application must be filed by December 1. For students who move into the district mid-semester, the application must be filed within 20 days of moving into the district. The administration shall review the application, determine whether to approve or deny it, notify the parent or guardian, and schedule enrollment at an educationally appropriate time in the building or attendance center of the administration's choice. Enrollment does not carry over from one school year to the next, and the parent or guardian of an exempt school student must apply for enrollment each school year.

Limitations Based on Resources. The enrollment of exempt school students is subject to limitations established by the district for grades, classes, courses, and programs based on the limited resources available to the school district. Full-time students shall be given priority for enrollment in grades, classes, courses, and programs.

Placement of Students. Exempt school students shall be placed in courses for which they have adequate preparation and which are determined to be educationally appropriate based on criteria that include, but are not limited to the student's age, achievement test scores, academic record, evaluation by school personnel and any other standards used by the district for the placement of students.

Grades and Academic Honors. Exempt school students shall receive grades, report cards, and transcripts, but shall not be eligible to graduate, receive a diploma or qualify for class ranking unless they meet all district requirements for such including earning a sufficient number of credit hours and semesters of attendance.

Applicability of School Rules. Exempt school students are subject to all rules and standards of the board of education and administration as set forth in policy, handbooks or other communications, as well as the rules and directives of the building administration and teaching personnel. They must remain on the school campus during scheduled classes but must leave the school campus when not engaged in a course or course-related activity unless the course or course-activity requires their presence or the building principal approves their presence. Students who violate school policies, rules, or directives shall be subject to disciplinary procedures up to and including suspension and expulsion.

Extracurricular Sports and Activities. Students who are enrolled in a private, denominational or parochial school may not participate in extracurricular sports and activities sponsored by the public school district if they participate in extracurricular sports and activities offered by the private, denominational or parochial school. Exempt school students may participate in extracurricular sports and activities if they are enrolled in at least 20 credit hours per semester, with at least ~~10~~ 5 credit hours ~~per semester~~of enrollment in the public school district. ~~Exempt school students who are not enrolled in at least 10 credit hours may not participate in extracurricular sports and activities.~~ All part-time students must also meet all other eligibility requirements set by the board, administration and coach/sponsor prior to participating and for continued participation in the sport or activity. This includes all eligibility and other requirements of the Nebraska School Activities Association and any other governing bodies for the activity.

~~Exempt school students who transfer into the district will be considered a transfer student and shall be ineligible for varsity competition for ninety school days unless the home school is located in the same school district as the high school to which the student is transferring.~~

~~The school district will determine whether credits awarded to exempt transfer students will be accepted for the purpose of eligibility for extracurricular sports and activities pursuant to the board's policy on Grade Placement and Academic Credits of Transfer Students.~~

Transportation. Part-time school students are not entitled to transportation or reimbursement for transportation to and from the school for class

attendance purposes, unless required by law. ~~by virtue of their status as part-time students.~~Eligible part-time students are entitled to transportation to and from practices and extracurricular events to the same extent as the school district's full-time students, but part-time students must arrange their own transportation and arrive timely to the designated pick-up point for such transportation.

Option Enrollment. Students may not enroll on a part-time basis pursuant to the school's option enrollment program.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5004
Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for insuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions

a. Option Student Defined. Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.

b. Resident School District Defined. Resident school district shall mean the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.

c. Option School District Defined. Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.

2. Persons Entitled to Apply for Option Enrollment of Students. Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.

3. Duties, Entitlements and Rights of Option Students. Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.

4. Standards for Acceptance or Rejection of Option Students.

a. Special Education Capacity. Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's

designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

~~a.~~b. **Numeric Capacity**. The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district will contract based on existing contractual arrangements~~, and availability of appropriate special education programs~~. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.

~~b.~~c. **Programmatic Capacity.** In addition to the numeric capacity standards referred to above, the board may, by resolution, prior to October 15 of each school year, declare a program, a class, or a school unavailable for the next school year to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.

~~c.~~d. **Other Standards for Acceptance or Rejection of Option Enrollment Applications.** In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept an option student when acceptance of the student:

i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
ii. Would require the procurement of new equipment, technology, or furnishings;
iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;
iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

~~**d.** The school district shall accept an option student with a disability only to the extent that the school district's then current staff and facilities are sufficient to accommodate the student's needs without significantly increasing the operating costs of the school district, such as by requiring the hiring of new staff.~~

e. **Prohibited Standards.** The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.

f. **Order of Acceptance.** If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:

i. students with brothers or sisters attending the school district, either as resident students or as option students, shall be granted first priority;

ii. thereafter, option students shall be accepted into such program, class, grade level or school building in the order in which written applications were received by the school district.

g. **Maximum Capacity Report.** The school district will annually establish, publish, and report the capacity for each school building under the district's control pursuant to procedures, criteria, and deadlines established by the Nebraska Department of Education.

5. **False or Misleading Option Applications.** If, prior to the student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.

6. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district,

and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

7. Information Regarding Schools, Programs, Policies and Procedures. The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

8. Procedure for Students Optioning Into or Out of the School District.

a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.

b. On or before April 1st, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

9. Late Applications and Requests for Release

a. The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15th under the following conditions:

i. When the district has already entered into contracts with teaching staff for the following school year;

ii. When the district has already contracted for the performance of specific services for the student;

iii. When the release of the student would have a negative financial impact or loss of revenue for the district.

b. The board of education will approve late applications to option into the district under the following conditions:

i. When the resident district has released the student;

ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;

OR

b. The board of education will deny all applications to option into the district that are received by the district after March 15 of the school year prior to the student's requested enrollment.

c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

10. Students Who Do Not Need a Release from the Resident District

a. A student does not need to be released from his/her resident district under the following circumstances:

i. When the student has relocated to a different resident school district after February 1

ii. When a student's option school district merges with another district effective after February 1

b. The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

11. Cancellation of Option.

Students who option either into or out of the school district shall:

a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.

b. Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

12. Authority of Superintendent.

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5035
Student Discipline

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline.

In this policy, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this policy shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this policy may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

Pre-Kindergarten through Second Grade Students

Notwithstanding any other provision of this policy, an elementary school shall not suspend a student in pre-kindergarten through second grade unless the student brings a deadly weapon as defined in section 28-109 on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Makeup Work for Suspended Students

Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a parent or guardian at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.

Short-Term Suspension

The Principal may exclude students from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or,
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, that occur on or off school grounds, if such conduct interferes with school purposes or there is a connection between such conduct and school.

The following process applies to short-term suspension:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he or she is accused of having done, be given an explanation of the evidence the authorities have, and be given an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal will send a written statement to the student, and the student's parent or guardian, describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and

shall document such effort in writing. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4. Students who are short-term suspended ~~will/will not~~must be given the opportunity to complete classwork and homework missed during the period of suspension, including but not limited to examinations, as provided herein.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Weapons and/or Firearms

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less ~~then~~ than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Expulsion

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified

therein. Such action may be modified or terminated by the school district at any time during the expulsion period.

2. **Summer Review**. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall either provide an alternative school, class or educational program for expelled students, or shall follow the pre-expulsion procedures outlined in NEB. REV. STAT. 79-266.

~~4.~~5. **Conclusion of Expulsion.** At the conclusion of an expulsion, the school district will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, NEB. REV. STAT. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being

driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as

defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;

10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules if such violations constitute a substantial interference with school purposes:
    a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation or electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
    f. Possession of pornography;
    g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
    h. Engaging in hazing, defined as any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating and include but are not limited to the following: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin;

branding; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault;

i. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;

j. Violations of the district's ~~computer~~ acceptable computer use policy ~~are subject to discipline, up to and including expulsion~~;

k. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;

l. Using any object to simulate possession of a weapon;

m. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation;

~~m.~~n. Violation of the school's audio and video recording policy; and

~~n.~~o. Any other violation of any board policy, handbook provision, or ~~a~~ rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision ~~as~~ to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of

the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.

2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

    a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
    b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
    c. A statement that, before long-term suspension, expulsion, or mandatory reassignment ~~for disciplinary purposes~~ can be invoked, the student has a right to a hearing, upon request, and that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or~~on the specified charges~~;
    d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
    e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
    f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-

term suspension, expulsion, or mandatory reassignment takes effect ~~if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent~~, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect ~~hearing stage~~.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall ~~appoint~~ recommend appointment of a hearing ~~officer~~ examiner within two school days after receipt of the hearing request~~who shall follow the "hearing procedures" outlined below~~. The student or the student's parent or guardian may request designation of a hearing examiner oth~~'~~er than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. ~~The superintendent may also provide an additional list of hearing examiners that may include hearing examiners employed by or under contract with the school district.~~ The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended~~,~~ or provided as an alternative hearing examiner, ~~or included on an additional list, if any, pursuant to this subdivision~~ and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.

6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.

7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.

~~5.~~8. The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.

~~6.~~9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing ~~officer~~ examiner~~who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy~~. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.

~~7.~~10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). ~~The school district will provide parents with copies of the relevant statutes upon request~~.

~~**Makeup Work for Suspended Students**~~

~~Any student who is suspended must be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations ("makeup work"). Any makeup work must be completed and turned in within 2 school days after completion of the suspension. This makeup guideline shall be provided to the student and a parent or guardian at the time of suspension. Suspended students may not be required to attend the school's alternative program for expelled students in order to complete classwork or homework.~~

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed solely by discipline from the school district;

4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students;
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes;
6. The report is required or requested by law enforcement or the county attorney.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5045
Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will generally provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district will provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

The maximum dollar amount charged by the district for course materials shall be:

- Industrial Technology Classes $15.00
- Art Classes $15.00
- Ceramics $15.00
- High School FCS $20.00
- Band $10.00
- Outdoor Education – Middle School $25.00
- Middle School Honor Choir – if selected $25.00
- Elementary After School Program $20.00
- Introduction to STS- Career Safe OSHA 10 certification- $12.50

- Welding Class $20.00
- ~~Annual Technology () Fee $5.00~~

5. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student activity card $20.00
  Covers admission to most regular season athletic events
- Student participation fee $20.00
  Required of all students who participate in athletics and/or other extracurricular activities (Pay only one fee per year)
- Middle School Builders Club $ 3.00
- Football — students must provide their own football shoes, and undergarments
- Golf — students must provide their own Golf shoes, undergarments, and clubs
- Softball and Baseball — students must provide their own shoes, gloves, and undergarments
- Track, Volleyball, Wrestling, Soccer, Bowling and Basketball , — students must provide their own shoes and undergarments
- FFA, FCCLA, FBLA, Key Club, Skills USA Dues

student pay dues of $20.00 per activity

- Dance and Cheerleading Students must purchase outfits and shoes selected by the sponsor and/or student group.

6. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.

7. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

8. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

9. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be $3.00 per day.

10. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

11. Charges for Musical Extracurricular Activities.

Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:

▪ Band	Students must provide their own instruments and marching band shoes.
▪ Show Choir	Students must purchase outfits and shoes selected by the sponsor and/or student group.

12. Contributions for Junior and Senior Class Extracurricular Activities.

Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be $10.00.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

F. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

G. Student Fee Hearing

Annually the Board of Education of The School District of Seward will hold a public hearing on the student fee policy. Such hearing will include a review of the amount of money collected from students and uses of said fees.

Adopted on: June 9, 2014
Revised on: June 13, 2016, August 13, 2018, August 12, 2019, August 8, 2022
Reviewed on: _____

5049
Firearms and Weapons

Weapons. No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. ***Definition of Weapon.*** The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms. No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy. ***Definition of Firearm.*** The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or

2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;

3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;

4. Firearms contained within a private vehicle ***operated by a nonstudent adult*** that are not loaded ***and*** are encased or are in a locked firearm rack that is on a motor vehicle; or

5. A handgun carried as a concealed handgun by a nonstudent adult ~~who holds a valid permit issued under the Concealed Handgun Permit Act~~ in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

   Definition of Encased. The term "encased" means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;

2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and

3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon. State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second

semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms. Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities. All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5052
School Wellness Policy

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.*

1. Goals for Nutrition Promotion and Education

a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.

b. The health curriculum will include information on good nutrition and healthy living habits.

c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.

d. The district will collaborate with public and private entities to promote student wellness.

e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.

b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.

c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

a. The district will participate in state and federal child nutrition programs as appropriate.

b. The district will provide professional development, support, and resources for staff about student wellness.

c. Students will be provided sufficient time in which to eat school-provided meals.

d. The district's lunchrooms will be attractive and well-lighted.

e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.

f. The district may partner with other individuals or entities in the community to support the implementation of this policy.

g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)

h. The district will use evidence-based strategies to develop, structure, and support student wellness.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:

   i. USDA National School Lunch and School Breakfast nutrition standards

   ii. USDA Smart Snacks in School nutrition standards.

b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.

b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.

c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)

a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.

b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:

(1) It shall not be sold in competition with school meals in the food service area during the meal service.

(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.

(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements

(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

a. Compliance with this policy;

b. How this policy compares to NDE model wellness policies;

c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated ~~9/2016~~June 2020 to Reflect the USDA Final Rule) ~~found at~~

~~https://www.healthiergeneration.org/_asset/wtqdwu/14-6372_ModelWellnessPolicy.doc~~ found at https://api.healthiergeneration.org/resource/2.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5062
Lice and Nits

~~**Option A**~~

~~Students found to have head lice, louse eggs, or nits will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice, louse eggs, or nits, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.~~

~~Students will not be permitted to return to school until the district finds that no live lice, eggs, or nits can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.~~

~~The student cannot ride the school bus until the district has cleared the student to return to school.~~

~~**Option B**~~

~~Students found to have live head lice or louse eggs will not be permitted at school and will be sent home.~~ Upon discovering the presence of ~~any indication of~~live lice or louse eggs, the school will notify the student's parent(s) or guardian(s) ~~will be notified, and if appropriate will be asked to pick up the student from school immediately~~. The student will be isolated from contact with other students and their belongings, and a parent or guardian must pick the child up from school immediately.

~~Students~~ By Nebraska DHHS regulation, students ~~will~~ are not ~~be~~ permitted to return to school until the student is treated such that ~~the district finds that~~ no live lice or louse eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

~~The student cannot ride the school bus until the district has cleared the student to return to school.~~

Adopted on: _____
Revised on: _____
Reviewed on: _____

~~5063~~3059
Audio and Video Recording

Students, staff, ~~and their~~ parents/ ~~or~~ guardians, and patrons should assume that any class ~~in which students are enrolled~~or activit~~ies~~y in the school may be recorded by the school district ~~or other students~~ for legitimate educational purposes. There is no reasonable expectation of privacy within classrooms, common areas of the school building or on school grounds outside of the building. Recordings permitted pursuant to this policy may only be used for authorized purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Secret Recordings. No person is permitted to make surreptitious recordings on school grounds unless authorized by the superintendent.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings ~~without a specific purpose or for a specific purpose~~ when such recordings are deemed necessary or appropriate by ~~the administration~~an authorized representative of the district. The district will not maintain ~~the~~ recordings unless the recording is purposefully copied and saved. Any recording not copied and maintained separately ~~, and the recordings will~~ may only be ~~available~~ accessible by the ~~administration~~authorized representative ~~for review~~ for a limited time. ~~based on the district's then-current recording capacity. The district administrators estimate that this is approximately 10 days but may change at any time.~~ Recordings made by the district may be destroyed by an authorized representative at any time unless retention is required by law.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law~~,~~ unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Violation of this policy may be grounds for exclusion from school ~~property~~property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

~~Classroom~~ Recordings Made by Staff. Staff members may make ~~audio and video~~ recordings of classroom instruction, student behavior or performance, and school activities ~~only upon authorization of~~ without prior administrative approval only for legitimate educational purposes ~~the superintendent or supervising administrator~~administration or ~~to comply with a student's education plan, as described below~~. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

~~Prohibited~~ Recordings Made by Students. This policy applies to students ~~Unless otherwise authorized by this policy or law, students are prohibited from making audio or video recordings~~ during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student's education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (e.g. AngelSense) must be approved by the student's education team or administration. ~~, unless the recording is made in a manner permitted by the school~~this policy ~~for~~ other ~~members of the public~~. ~~In such an instance, the s~~Students remain subject to ~~the district's appropriate use and student discipline~~all other district policies and rules. ~~For example, this policy does not prohibit students from making recordings of an athletic event for their personal use similar to a parent or other patron, subject to other applicable board policy.~~ In no event shall ~~photographs or video~~ recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

~~However, this policy generally prohibits students from using smart speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.~~

~~**Permitted Classroom Recordings Made by Students**. Students may make audio or video recordings of classroom lectures or discussions:~~

(1) For their convenience after providing notice to the classroom teacher and receiving the teacher's permission;
(2) For the benefit of another student who is absent after providing notice to the classroom teacher and receiving the teacher's permission;
(3) If recording is necessary to accommodate the student's disability and is required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

Staff may revoke permission to record if the recording distracts from or disrupts the classroom environment, unless the recording is necessary to accommodate a student's disability.

Permitted Non-classroom Recordings. Students may make audio or video recordings otherwise prohibited by this policy outside the classroom only with the permission of a teacher or school administrator, provided that such recordings otherwise comply with any applicable state and federal laws and district policy. In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Use of Smart Devices. This policy generally prohibits anyone (including staff orand students) from using smart speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices, without the permission of the administration or as permitted by law.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5064 New Policy
~~Title I, Title II, or Title IV~~ Supplement, Not Supplant

The district will use Title I, Title II, ~~and~~ Title IV, and any other funds subject to ~~to~~ Supplement, Not Supplant requirements as required by law. The district will use said funds to Supplement, Not Supplant, state and local funds that would, in the absence of ~~Title I, Title II, and Title IV~~ such funds, be spent on Title ~~I~~ programs. The district will ensure that Title ~~I~~ funds will not be used to provide services which otherwise take the place of public education services that are to be provided to all students.

The district maintains records of the professional development provided at the district level that is funded with Title ~~I~~ funds. The Superintendent will ensure that professional development is aligned with the needs of the district's Title ~~I~~ programs. Title ~~I~~ professional development will not duplicate that which the district provides for non-Title ~~I~~ purposes which, in the absence of Title ~~I~~ funds, would be provided to all staff.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6003
Instructional Program

1. The minimum number of instructional hours in the school year will be 1,080 for grades 9 through 12, 1,032 for grades 1 through 8, and 400 for kindergarten, ~~_____ for middle school and high school students, _____ for elementary students, and _____ for kindergarten students,~~ exclusive of lunchtime. ==

~~1.~~2. The district may establish special programs for individual students that may deviate from these requirements. All special programs must either be adopted pursuant to applicable law or approved by the superintendent in advance. Prior to the district's commencement of a specialized program, the district will provide the student's parents or guardians with notice of the program.

~~2.~~3. The board, acting with the advice of the administration and certificated staff, will adopt a curriculum and procure textbooks and materials to support that curriculum. The administration and certificated staff will design instructional strategies and assessments to implement the curriculum.

~~3.~~4. To the extent possible, practice for, travel to, and participation in activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside of instructional time. Individual student absences because of illness or family-centered activities will be governed by district attendance policies.

~~4.~~5. The board intends to strike a sensible balance between the time spent on academics and time spent on extra-curricular activities, acknowledging that both work and play are important in each student's total development and education.

Adopted on: _____
Revised on: _____
Reviewed on: _____

6004
Curriculum Development

The board of education jealously guards its right, prerogative, and discretion to exercise local control of the curriculum development of the district to the greatest extent permitted by state and federal law, and has no intention of ceding such right, prerogative, or discretion.

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The district's academic content standards shall be those required by the Nebraska State Board of Education in the subject areas of reading and writing (language arts), mathematics, and science only. The curriculum shall be articulated to include all programs and grade levels offered within the district, K-12 and, if applicable, shall include a preschool program. The curriculum shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Curriculum and Textbook Adoption Schedule

The District will review curriculum and adopt associated textbooks on the following schedule.

Year	Implemented	Review
21-22	CTE	Science
22-23	Science	ELA
23-24	ELA	Social Studies/Art
24-25	Social Studies/Art	Math
25-26	Math	Business/Tech/PE/ Health
26-27	Business/Tech/PE/Health	World Language, FCS, Music
27-28	World Language, FCS, Music	CTE
28-29	CTE	Science
29-30	Science	ELA
30-31	ELA	Social Studies/Art
31-32	Social Studies/Art	Math
32-33	Math	Business/Tech/PE/ Health
33-34	Business/Tech/PE/Health	World Language/FCS/Music
34-35	World Language/FCS/Music	CTE
35-36	CTE	Science
36-37	Science	ELA

Adopted on: _____
Revised on: _____
Reviewed on: _____

3051 New For SPS
Opioid Overdose Prevention and Response

The district will maintain an opioid antagonist in its schools, specifically naloxone, otherwise known by its brand name Narcan. Pursuant to Nebraska law and the Naloxone Standing Order issued by the Nebraska DHHS, Division of Public Health, the board will permit school nurses, trained school staff, or other individuals qualified by law to administer naloxone to any person at school or a school event displaying symptoms of an opioid overdose.

This policy shall not create a duty on the part of the school district and/or its personnel to administer naloxone. School representatives will not administer naloxone under the following circumstances:

a. Naloxone is not available during the overdose emergency;
b. There is no individual available who is qualified to administer naloxone; or
c. School representatives are uncertain as to whether an opioid overdose is occurring.

Nothing in this policy is intended to regulate, restrict or otherwise deter a law enforcement officer, emergency medical technician, volunteer fire fighter, licensed medical professional or other authorized individual from administering his/her own supply of naloxone when responding in good faith to a suspected drug overdose occurring on school district property or at a school-sponsored event.

Procurement and Storage. The superintendent, in consultation with the school's nursing staff, will make the necessary arrangements to obtain naloxone. The naloxone will be stored unlocked in the nurses' office(s). The superintendent, in consultation with the school's nursing staff, will reorder naloxone.

Naloxone that is nearing its expiration date will be replaced. The school nurse shall maintain a log of naloxone supplies consistent with the district's practices for logging other medications.

Training. Licensed health care professionals and school resource officers employed on the high school and middle school levels shall all complete an approved naloxone training prior to carrying and/or administering naloxone. Other school staff members may be trained as determined by the administration. Once trained, staff members shall

review the DHHS standing order and applicable naloxone administration protocols as needed.

Recordkeeping and Reporting. Any individual who administers naloxone on behalf of the school district will promptly notify the building principal and superintendent of the facts and circumstances surrounding the drug overdose incident. The administration of naloxone to any student will be documented in his/her cumulative health record. The administration of naloxone to any staff member will be documented in his/her personnel file.

Adopted on: _____
Revised on: _____
Reviewed on: _____

5018
Parent and Guardian Involvement In Education Practices

The school district recognizes the importance of parental and guardian involvement in the education of their children. The school district will take the following steps to ensure that the rights of parents and guardians to participate in the education of their children are preserved.

1. Parents/Guardians will be provided access, as described in district procedures, to district-approved textbooks and other curricular materials and tests used in the district upon request.

    a. A parental request to review specific approved textbooks and other district- or building-approved curricular materials (written, visual, and audio) should be made to the principal of the building where the textbooks and curriculum materials are used.
    b. Parents may check out textbooks and may review curricular materials such as video and audio recordings within a time frame determined by the building principal to prevent disruption of the instructional process.
    c. A parental request to review specific standardized and criterion-referenced tests used in the district should be made in writing to the building principal. Copies of the most recent tests used in the district will be available for parent review. Parents wishing to review statewide assessments will be provided with sample questions and a copy of a practice test, but will not be provided with copies of the actual assessment due to testing security. In the case of other secure tests such as the ACT, parents must contact the publisher to obtain copies of the test.

2. Parents/Guardians will be permitted, within district procedures, to attend and observe courses, assemblies, counseling sessions, and other instructional activities.

    a. Parents/guardians are invited to make appointments with the building principal to visit classes, assemblies and other instructional activities. The principal shall give permission after determining that parental/guardian observation would not disrupt the activity. Observations that last more than 60 minutes or occur on consecutive days are typically disruptive and will not be permitted absent unusual circumstances, in the sole discretion of the building principal.

b. Parents/guardians may contact the building principal to request permission to attend counseling sessions in which their child is involved.

3. Parents/guardians will be permitted, within district procedures, to ask that their children be excused from school experiences that parents find objectionable.

   a. Building principals may excuse a student from any single school experience at the parent's written request.

   b. When appropriate, alternative experiences will be provided for the student by the school.

4. Parents/guardians will be informed through the student handbook and district policies of the manner that the district will provide access to records of students.

5. Parents/guardians will be informed of the standardized and criterion-referenced district testing program. Parents may request additional information from the building principal.

6. Parents/guardians will be informed of the circumstances under which they may opt-out of state and federal assessments.

   a. In accordance with federal law, at the beginning of the school year, the District shall provide notice of the right to request a copy of this policy to parents/guardians of students attending schools receiving Title I funds. The District will provide a copy of this policy to a requesting parent in a timely manner.

   b. State Assessments

      State and federal law simultaneously require students to take state assessments, with few exceptions, but also permit parents or guardians to request to opt their students out of these assessments. Approval of opt out requests is contrary to the mandatory testing laws, so the District cannot "approve" the request. Parents who do not present their child for testing will result in the child receiving the lowest score possible on the assessment.

c. National Assessment of Educational Progress

As a condition of receiving federal funds, the District participates in the National Assessment of Educational Progress (NAEP). To help ensure that the District has a representative sample of students taking the NAEP, which will allow the District to assess the quality and effectiveness of its programming on a national level, the District strongly encourages all eligible students to participate. However, student participation in NAEP is voluntary.

The District shall provide parents/guardians of eligible students with reasonable notice prior to the exam being administered. Parents/guardians wishing to opt their students out of the NAEP assessment must notify the district in writing at least three days prior to the exam date to ensure that the District can coordinate supervision and alternative activities for students who have opted out.

7. Parents/guardians will be notified of their right to remove their children from surveys prior to district participation in surveys.

   a. The principal must approve all surveys intended to gather information from students before they are administered to students.

   b. Students' participation in surveys is voluntary. Parents/guardians may restrict their child from participating in any survey.

Adopted on: June 14, 2010
Revised on: August 15, 2017, November 9, 2020
Reviewed on: _____

5054
Student Bullying

Definition of Bullying. Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." The District's administrators will consider these definitions when determining whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Reporting Bullying. Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations. School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district's day-to-day operations, or the education process, regardless of where the student is at the time

of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district's antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district's student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: June 14, 2010
Revised on: August 13, 2018, August 10, 2020
Reviewed on: _____

5001
Compulsory Attendance and Excessive Absenteeism

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the temporary illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical or mental illness of the student (a physician's verification is required after four (4) consecutive days of absence for illness)

2. Severe weather

3. Medical appointments for the student

4. Death or serious illness of the student's family member

5. Attending a funeral, wedding or graduation

6. Appearance at court or for other legal matters

7. Observance of religious holidays of the student's own faith

8. College planning visits

9. Personal or family vacations

Excessive Absenteeism

When a student receives 5 unexcused absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

When a student is absent more than twenty days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer must file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, the Attendance Officer must file a report with the appropriate county attorney.

Adopted on: June 14, 2010
Revised on: November 14, 2011, August 13, 2012, October 14, 2013, August 11, 2014, August 15, 2017
Reviewed on: _____

Board of Education Regular Meeting Template

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 10, 2023 5:30 PM

Attendance Taken at 5:31 PM.

Paul Duer:	Absent
Matt Hastings:	Present
Jill Hochstein:	Present
Ryne Seaman:	Absent
Danielle Shipley:	Present
Shawn Svoboda:	Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated July 5, 2023.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

Motion to excuse Ryne Seaman and Paul Duer from tonight's meeting Passed with a motion by Danielle Shipley and a second by Matt Hastings.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

1.4. Pledge of Allegiance

1.5. **1.5 Mission The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Matt Hastings and a second by Shawn Svoboda.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Reports

3.1. Superintendent's Report

Dr. Fields discussed Legislative Studies. The new tractor has arrived, the carpeting is complete at the elementary, high gym floor is complete and the painting is close to being done. We are doing a few new things to help with teacher shortages. The district is doing a paraprofessional training day in August and we will start on the new Strategic Planning this fall. Summer School has gone well and the Elementary is the only building left to finish. The Back to School Welcome Back day is schedule for Monday, August 14 with breakfast starting at 8:00 am. We had 16 students attended National Skills Competition and 7 students place.

4. Discussion Items

4.1. Sodexo Food Service Update

Dr. Fields discussed how the Sodexo meeting went. Items discussed were staffing, food costs, expanding the menu, equipment needs and things we would like to see added this coming school year.

4.2. New and Revised Board Policies

Dr. Fields discussed policy changes and updates.

4.3. State Contests

Dr. Fields discussed state contests and asked the board for their thought on dismissing school when we are involved in a state tournament.

4.4. Bussing and Contracting Fieldtrips

Dr. Fields asked for the boards thoughts on bussing and contracting field trips.

5. Action Items

5.1. Staff Handbook 2023-2024

Motion to approve the 2023-2024 staff handbook. Passed with a motion by Matt Hastings and a second by Danielle Shipley.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

5.2. Seward High School Student Handbook

Motion to approve the 2023-2024 Seward High School Student Handbook Passed with a motion by Danielle Shipley and a second by Shawn Svoboda.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

5.3. Substitute Pay for the 2023-2024 School Year

Motion to move the teacher substitute pay to $154 per day for the 2023-24 school year. Passed with a motion by Shawn Svoboda and a second by Danielle Shipley.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

5.4. Bus Bids

Motion to approve the bus bid from Freightliner Thomas for $115,800 and the bid for the used 2021 Freightliner Thomas bus for $93,000.00 Passed with a motion by Danielle Shipley and a second by Shawn Svoboda.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

5.5. First Reading of New and Revised Policies

Motion to approve the first reading of the new and revised policies as presented. Passed with a motion by Matt Hastings and a second by Shawn Svoboda.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6. Future Agenda Items

Back to School
Strategic Planning
Policies
Summer School
Externship
Greenhouse

7. Consent Agenda

7.1. Approval of Minutes

7.2. Approval of Financial Reports

7.2.1. Treasurer

7.2.2. Budget

7.2.3. Activities

7.2.4. Athletic

7.3. Approval of Claims

7.3.1. General Fund - $1,777,303.28

7.3.2. Depreciation Fund - $77,000.00

7.3.3. Special Building Fund - $63,156.00

7.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Shawn Svoboda and a second by Matt Hastings.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

8. Adjournment

Motion to adjourn the meeting at 7:16 PM with the next study session and regular board meeting scheduled for August 14, at 5:30 and 7:00 PM Passed with a motion by Danielle Shipley and a second by Matt Hastings.

Matt Hastings: Yea, Jill Hochstein: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

Prepared by:

Heidi Covert

Jill Hochstein

Secretary

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2023

GENERAL FUND (ACCOUNT NUMBER 100-172)

Bank Balance		2,953,011.67
Seward County Treasurer--Local Taxes	240,228.26	
Butler County Treasurer--Local Taxes	2,886.77	
Seward Hot Lunch--Reimbursement	73,559.75	
Halie Hemenway--Preschool Deposit	75.00	
Willow Path--Transportation	750.00	
Twin Rivers--Overpayment	250.00	
City of Seward--Fines	29.50	
US Treasury--BEAR ECF Funds	41,160.00	
ESU 6--Subpay/Stipend	2,170.44	
Concordia--Rental	2,700.00	
Concordia--Dual Credit Courses	4,400.00	
Elements Dance Concept--Rental	1,075.00	
Fehlhafer's Sale of Junk	45.00	
Fehlhafer's Sale of Junk	36.80	
Cattle Bank--Interest	12,425.47	
Pepsi--Rebate	80.76	
State of Nebraska--State Aid	28,817.00	
State of Nebraska--Sixpence	41,830.00	
Jones Bank - Interest	1,067.74	
		453,587.49
		3,406,599.16
Disbursements for the Month		1,729,080.04
Bank Balance		1,677,519.12
Less Outstanding Checks		266,184.32
Available Balance		1,411,334.80

GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)

Beginning Balance	1,094,623.37
Transfer to General Fund for Cash Flow Purposes	0.00
Interest	1,683.02
Bank Balance	1,096,306.39

CD #48806 CNB--Interest Rate: 5.41%-Maturity Date 10/27/2023	1,500,000.00
CD #48229 CNB-Interest Rate: 5.16%--Maturity Date 9/26/2023	1,000,771.44
	2,500,771.44
TOTAL IN GENERAL RESERVE FUND	**3,597,077.83**

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2023

DEPRECIATION FUND (ACCOUNT NUMBER 154--006)

Beginning Account Balance	334,773.17
Deposit: Cattle Bank	6,207.95
Disbursements:	77,000.00
Interest	137.60
Bank Balance	264,118.72

CD#49403--CB--5.01% DATE DUE 8/04/2023	545,150.76
CD#48230-CNB--5.16% DATE DUE 9/26/2023	500,000.00
TOTAL CD'S	1,045,150.76

TOTAL IN DEPRECIATION FUND ACCOUNTS **1,309,269.48**

SPECIAL BUILDING FUND (ACCOUNT NUMBER 10-074-9)

Beginning Balance	585,613.26
Deposits: Seward County Treasurer--Local Taxes	1,548.08
Butler County Treasurer--Local Taxes	20.84
Disbursements	63,156.00
Interest	354.36
Bank Balance	524,380.54

TOTAL IN SPECIAL BUILDING FUND ACCOUNTS **524,380.54**

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance	22,685.40
Interest	14.61
Disbursements	185.97
Bank Balance	22,514.04

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance	24,691.35
Deposit:	0.00
Interest	10.38
Disbursements	0.00
Bank Balance	24,701.73

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2023

QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)

Beginning Balance	138,688.33
Seward County Treasurer & Butler County Treasurer --Local Taxes	1,196.64
Interest	58.62
Disbursements	0.00
Bank Balance	139,943.59

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance	16,276.40
Deposits: SPS	0.00
Interest	6.22
Disbursements	1,812.50
Bank Balance	14,470.12

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance	565,219.84
Interest	332.33
State of NE Payments	0.00
Other Receipts	14,261.75
Disbursements	73,626.87
Bank Balance	506,187.05
Amount Due District	62,685.09
Available Balance	443,501.96

STUDENT FEE FUND (ACCOUNT #668-157)

Beginning Balance	1,291.26
Receipts: Seward High School Activity Fund	0.00
Interest	0.00
Disbursements	0.00
Bank Balance	1,291.26

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2023

BOND FUND (ACCOUNT #60000586)

Beginning Balance	941,015.27
Seward County Treasurer - Local Taxes	12,628.97
Butler County Treasurer - Local Taxes	165.21
Deposit--Joens Bank	0.00
Interest	398.88
Disbursements	0.00
Bank Balance	954,208.33

CD#70001325--JNB RATE OF 5.10% DATE DUE 11/27/2023	350,000.00

TOTAL IN BOND FUND ACCOUNT **1,304,208.33**

Heidi Covert, Treasurer

BUDGET PRINTOUT
RECAPITULATION
JULY 31, 2023

RECEIPTS PORTION OF THE 2022-2023 BUDGET

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	22,865,000.00	18,705,815.78	4,159,184.22	81.81%
HOT LUNCH		863,105.34		
TOTAL RECEIPTS		19,568,921.12	3,296,078.88	

EXPENDITURES PORTION OF THE 2022-2023 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	10,400,000.00	9,225,686.30	1,174,313.70	88.71%
SPECIAL ED	3,200,000.00	2,306,860.14	893,139.86	72.09%
SS--PUPILS	1,650,000.00	1,004,400.13	645,599.87	60.87%
SS-INSTRUCTION	650,000.00	485,022.56	164,977.44	74.62%
GENERAL ADM	425,000.00	315,430.25	109,569.75	74.22%
PRIN ADMIN	1,300,000.00	975,030.02	324,969.98	75.00%
GEN BUSINESS	400,000.00	246,515.24	153,484.76	61.63%
OPER/MAINT	2,340,000.00	1,889,658.26	450,341.74	80.75%
TRANSPORTATION	875,000.00	881,198.31	-6,198.31	100.71%
FOUNDATION	0.00	0.00	0.00	0.00%
TRANSFERS	40,000.00	37,948.91	2,051.09	94.87%
GEN FUND TOTALS	21,280,000.00	17,367,750.12	3,912,249.88	81.62%
FEDERAL FUNDS	1,585,000.00	855,572.10	729,427.90	53.98%
SIXPENCE		156,286.64		
GRAND TOTAL	22,865,000.00	18,379,608.86	4,485,391.14	80.38%
HOT LUNCH	877,419.00	862,264.17		
TOTAL	23,742,419.00	19,241,873.03		

Seward Elementary
Activities Account Report
As of June 30, 2023

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of All Line Items Included: Beginning Balance:						$15,573.19
Activities Account Beginning Balance: (Not including Library balance.)						$12,613.07
	6/1/23	2170	NE Extention		$100.00	$12,513.07
	6/2/23	2164	Sodexo-K Round-UP cookies		$ 35.00	$12,478.07
	6/6/23	2168	NE Bounce-Field Day		$800.00	$11,678.07
	6/20/23	2171	Ideal Pure Water-Workroom Water filter		$120.00	$11558.07
	6/30/23		Interest	$6.05		$11,564.12
Total Of **Activities Account**: Ending Balance:						**$11,564.12**
Lunch Donation: (Money set aside within the activities account for lunch donations.) (Not to be added to the total again.)						$1000.00

Compounded Interest included in the total balance: $6.05 total = $311.42

Library

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Elementary Library Line Item: Beginning Balance:						$2,960.12
Total of Elementary **Library** Line Item: Ending Balance:						**$2,960.12**
Total of All Line Items Included: Ending Balance:						**$14,524.24**

Principal: Jessica Dom Date: 8-16-23

Bookkeeper: Trie Rate Date: 8/16/23

Seward Elementary
Activities Account Report
As of July 31, 2023

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of All Line Items Included: Beginning Balance:						$14,524.24
Activities Account Beginning Balance: (Not including Library balance.)						$11,564.12
	7/17/23	2172	Middle Creek Printing-Staff Shirts		$1,498.00	$10,066.12
	7/31/23		Interest	$5.86		$10,071.98
Total Of **Activities Account**: Ending Balance:						**$10,071.98**
Lunch Donation: (Money set aside within the activities account for lunch donations.) (Not to be added to the total again.)						$1000.00

Compounded Interest included in the total balance: $5.86 total = $317.28

Library

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Elementary Library Line Item: Beginning Balance:						$2,960.12
Total of Elementary **Library** Line Item: Ending Balance:						**$2,960.12**
Total of All Line Items Included: Ending Balance:						**$13,032.10**

Principal: Jessica Dom Date: _____

Bookkeeper: Irma Reto Date: 8/6/23

Seward Middle School
Balance Sheet Standard
As of July 31, 2023

	Jul 31, '23
ASSETS	
Current Assets	
Checking/Savings	
Gaming	704.59
Special Olympics	979.78
Posters	1,382.26
FCCLA	531.12
Book Fair	820.22
Art	177.10
PTO	13,142.48
Sports Buttons	1,738.34
Music	1,957.54
Athletics	24,783.88
Band	-27.11
Builders Club	1,395.83
Bully Response Team	1,771.31
Courtesy Fund	671.13
FCS	0.16
Industrial Arts	512.87
Interest	1,336.86
Library	1,773.75
Milk	0.94
MS Computer	3.10
Outdoor Ed	21,182.12
PE	501.27
Sales Tax	7.61
Student Council	2,972.63
Wellness	462.50
Yearbook	9,475.63
Total Checking/Savings	88,257.91
Total Current Assets	88,257.91
TOTAL ASSETS	88,257.91
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	88,257.91
Total Equity	88,257.91
TOTAL LIABILITIES & EQU...	88,257.91

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
ASSETS								90,513.53
Current Assets								90,513.53
Checking/Savings								90,513.53
Gaming								704.59
Total Gaming								704.59
Special Olympics								979.78
Total Special Olympics								979.78
Posters								1,382.26
Total Posters								1,382.26
FCCLA								531.12
Total FCCLA								531.12
Book Fair								820.22
Total Book Fair								820.22
Art								177.10
Total Art								177.10
PTO								13,142.48
Total PTO								13,142.48
Sports Buttons								1,738.34
Total Sports Buttons								1,738.34
Music								1,957.54
Total Music								1,957.54
Athletics								26,207.18

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
General Journal	06/08/23	10068	Austin Plastics & Supply			Opening Bal Eq...	-223.40	25,983.78
General Journal	06/21/23	10069	Middle Creek Printing			Opening Bal Eq...	-1,199.90	24,783.88
Total Athletics							-1,423.30	24,783.88
Band								127.89
General Journal	06/08/23	10067	Dietze Music			Opening Bal Eq...	-155.00	-27.11
Total Band							-155.00	-27.11
Builders Club								1,395.83
Total Builders Club								1,395.83
Bully Response Team								1,771.31
Total Bully Response Team								1,771.31
Courtesy Fund								731.13
General Journal	06/08/23	10065	Culligan Water	water		Opening Bal Eq...	-60.00	671.13
Total Courtesy Fund							-60.00	671.13
FCS								0.16
Total FCS								0.16
Industrial Arts								512.87
Total Industrial Arts								512.87
Interest								1,224.35
General Journal	06/30/23					Opening Bal Eq...	55.96	1,280.31
General Journal	07/31/23					Opening Bal Eq...	56.55	1,336.86
Total Interest							112.51	1,336.86
Jay Mart								0.00
Total Jay Mart								0.00

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Library								1,773.75
Total Library								1,773.75
Milk								0.94
Total Milk								0.94
MS Computer								3.10
Total MS Computer								3.10
Outdoor Ed								21,436.95
General Journal	06/27/23	10070	Oriental Trading Co			Opening Bal Eq...	-254.83	21,182.12
Total Outdoor Ed							-254.83	21,182.12
PE								501.27
Total PE								501.27
Project Citizen								0.00
Total Project Citizen								0.00
Sales Tax								7.61
Total Sales Tax								7.61
Student Council								2,972.63
Total Student Council								2,972.63
Wellness								462.50
Total Wellness								462.50
Yearbook								9,950.63
General Journal	06/08/23	10066	Sector Now			Opening Bal Eq...	-475.00	9,475.63
Total Yearbook							-475.00	9,475.63

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Checking/Savings							-2,255.62	88,257.91
Accounts Receivable								0.00
Accounts Receivable								0.00
Total Accounts Receivable								0.00
Total Accounts Receivable								0.00
Other Current Assets								0.00
Undeposited Funds								0.00
Total Undeposited Funds								0.00
Total Other Current Assets								0.00
Total Current Assets							-2,255.62	88,257.91
Fixed Assets								0.00
Total Fixed Assets								0.00
Other Assets								0.00
Total Other Assets								0.00
TOTAL ASSETS							-2,255.62	88,257.91
LIABILITIES & EQUITY								90,513.53
Liabilities								0.00
Current Liabilities								0.00
Accounts Payable								0.00
Accounts Payable								0.00
Total Accounts Payable								0.00

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Accounts Payable								0.00
Credit Cards								0.00
Total Credit Cards								0.00
Other Current Liabilities								0.00
Sales Tax Payable								0.00
Total Sales Tax Payable								0.00
Total Other Current Liabilities								0.00
Total Current Liabilities								0.00
Long Term Liabilities								0.00
Total Long Term Liabilities								0.00
Total Liabilities								0.00
Equity								90,513.53
Opening Bal Equity								90,513.53
General Journal	06/08/23	10065	Culligan Water	water	X	Courtesy Fund	-60.00	90,453.53
General Journal	06/08/23	10066	Sector Now		X	Yearbook	-475.00	89,978.53
General Journal	06/08/23	10067	Dietze Music		X	Band	-155.00	89,823.53
General Journal	06/08/23	10068	Austin Plastics & Supply		X	Athletics	-223.40	89,600.13
General Journal	06/21/23	10069	Middle Creek Printing		X	Athletics	-1,199.90	88,400.23
General Journal	06/27/23	10070	Oriental Trading Co		X	Outdoor Ed	-254.83	88,145.40
General Journal	06/30/23				X	Interest	55.96	88,201.36
General Journal	07/31/23				X	Interest	56.55	88,257.91
Total Opening Bal Equity							-2,255.62	88,257.91
Retained Earnings								0.00

Seward Middle School
Balance Sheet Detail
As of July 31, 2023

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Retained Earnings								0.00
Net Income								0.00
Total Net Income								0.00
Total Equity							-2,255.62	88,257.91
TOTAL LIABILITIES & EQUITY							-2,255.62	88,257.91

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2023
To Date:	07/31/2023

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	$8,333.15	$0.00	$0.00	$0.00	$8,333.15	$0.00	$8,333.15
105	ALTERNATIVE SCHOOL	$268.84	$0.00	$0.00	$0.00	$268.84	$0.00	$268.84
110	ACT CLASS	$379.96	$0.00	$0.00	$0.00	$379.96	$0.00	$379.96
115	HONOR SOCIETY	($327.03)	$385.00	$0.00	$0.00	$57.97	$0.00	$57.97
120	ALUMNI ASSOCIATION	$738.03	$0.00	$0.00	$0.00	$738.03	$0.00	$738.03
125	GUIDANCE	$659.46	$0.00	$0.00	$0.00	$659.46	$0.00	$659.46
126	AMBASSADORS	$407.09	$0.00	$0.00	$0.00	$407.09	$0.00	$407.09
127	AP EXAMS	$4,777.50	$0.00	$0.00	$0.00	$4,777.50	$0.00	$4,777.50
130	CAREER ACADEMY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
135	BOWLING	$1,629.21	$0.00	$0.00	$0.00	$1,629.21	$0.00	$1,629.21
140	FOOTBALL	($131.72)	$1,810.00	$0.00	$0.00	$1,678.28	$0.00	$1,678.28
142	FOOTBALL-UNIFORMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
144	GIRLS WRESTLING	$835.00	$0.00	$(119.31)	$0.00	$715.69	$0.00	$715.69
145	WRESTLING	$1,074.42	$142.95	$(156.00)	$0.00	$1,061.37	$0.00	$1,061.37
147	X-COUNTRY	$559.47	$163.20	$0.00	$0.00	$722.67	$0.00	$722.67
149	TRACK	$1,325.90	$264.20	$0.00	$0.00	$1,590.10	$0.00	$1,590.10
150	GIRLS BB CAMP	$3,907.89	$412.50	$0.00	$0.00	$4,320.39	$0.00	$4,320.39
155	BOYS BB CAMP	$9,769.65	$630.00	$(1,175.27)	$0.00	$9,224.38	$0.00	$9,224.38
160	BOYS SOCCER	$290.21	$0.00	$0.00	$0.00	$290.21	$0.00	$290.21
165	GIRLS SOCCER	$2,103.93	$0.00	$0.00	$0.00	$2,103.93	$0.00	$2,103.93
170	SOFTBALL	$265.10	$3,434.00	$0.00	$0.00	$3,699.10	$0.00	$3,699.10
175	VOLLEYBALL	$2,762.60	$2,415.00	$(1,367.65)	$0.00	$3,809.95	$0.00	$3,809.95
180	VIDEO ACCOUNT	$4,805.57	$0.00	$(435.94)	$0.00	$4,369.63	$0.00	$4,369.63
185	BASEBALL	$3,527.67	$0.00	$(25.00)	$0.00	$3,502.67	$0.00	$3,502.67
190	GIRLS GOLF	$1,057.45	$0.00	$0.00	$0.00	$1,057.45	$0.00	$1,057.45
195	BOYS GOLF	$887.20	$0.00	$0.00	$0.00	$887.20	$0.00	$887.20
198	POWERLIFTING	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
200	SMUTNY SCHOLARSHIP	($100.00)	$0.00	$0.00	$0.00	($100.00)	$0.00	$(100.00)
225	ACADEMIC CONTESTS	$1,073.00	$337.00	$0.00	$0.00	$1,410.00	$0.00	$1,410.00
230	SCIP	$342.50	$0.00	$0.00	$0.00	$342.50	$0.00	$342.50
240	THORELL SCHOLARSHIPS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
250	PEPSI SCHOLARSHIPS	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00
260	SCHOLARSHIP ACCT.	$140.00	$0.00	$0.00	$0.00	$140.00	$0.00	$140.00
270	BOWMASTER SCHOLARSHIP	($375.00)	$0.00	$0.00	$0.00	($375.00)	$0.00	$(375.00)
275	CONCESSIONS	$4,199.05	$8.00	$0.00	$0.00	$4,207.05	$0.00	$4,207.05
300	Teacher Pop Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
310	VENDING SALES	$5,950.11	$522.45	$(119.00)	$0.00	$6,353.56	$0.00	$6,353.56
315	DLC ACCOUNT	$25.81	$0.00	$0.00	$0.00	$25.81	$0.00	$25.81
330	DRIVER EDUCATION	$5,230.00	$0.00	$0.00	$0.00	$5,230.00	$0.00	$5,230.00
400	FBLA	($3,490.76)	$3,169.00	$0.00	$0.00	($321.76)	$0.00	$(321.76)
410	FFA	$16,184.26	$1,933.88	$0.00	$0.00	$18,118.14	$0.00	$18,118.14
415	FCS LAB FEES	$8,516.50	$0.00	$0.00	$0.00	$8,516.50	$0.00	$8,516.50
418	DISTRICT 2 FCCLA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
420	FCCLA	$3,892.87	$2,272.00	$0.00	$0.00	$6,164.87	$0.00	$6,164.87
425	DRILL TEAM/DANCE	$2,886.82	$0.00	$0.00	$0.00	$2,886.82	$0.00	$2,886.82
430	SOCIAL MEDIA TEAM	$11,531.18	$0.00	$0.00	$0.00	$11,531.18	$0.00	$11,531.18
440	LEADERSHIP TEAM	$3,008.02	$0.00	$(400.95)	$0.00	$2,607.07	$0.00	$2,607.07
445	E SPORTS	$306.41	$0.00	$0.00	$0.00	$306.41	$0.00	$306.41
450	MATH	$44.46	$0.00	$0.00	$0.00	$44.46	$0.00	$44.46
460	SCIENCE LAB FEES	$243.57	$0.00	$0.00	$0.00	$243.57	$0.00	$243.57
470	KEY CLUB	$8,103.25	$506.28	$0.00	$0.00	$8,609.53	$0.00	$8,609.53

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2023
To Date:	07/31/2023

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
475	SPANISH ACCOUNT	$66.94	$0.00	$0.00	$0.00	$66.94	$0.00	$66.94
490	ART	$4,871.68	$0.00	$0.00	$0.00	$4,871.68	$0.00	$4,871.68
495	Study Abroad	$674.27	$0.00	$0.00	$0.00	$674.27	$0.00	$674.27
500	YEARBOOK	$3,084.24	$0.00	$0.00	$0.00	$3,084.24	$0.00	$3,084.24
520	BAND TRIP	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
530	SPEECH	($1,670.04)	$2,809.69	$0.00	$0.00	$1,139.65	$0.00	$1,139.65
535	DRAMATICS	$5,475.31	$0.00	$0.00	$0.00	$5,475.31	$0.00	$5,475.31
540	LIBRARY	$1,489.10	$0.00	$0.00	$0.00	$1,489.10	$0.00	$1,489.10
545	ALL SCHOOL READS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
550	BAND	$3,730.03	$524.95	$0.00	$0.00	$4,254.98	$0.00	$4,254.98
554	CHEERLEADERS	$6,806.07	$0.00	$0.00	$0.00	$6,806.07	$0.00	$6,806.07
555	CHORUS	$25,778.71	$548.95	$(67.00)	$0.00	$26,260.66	$0.00	$26,260.66
557	SKILLS/TECHNICAL SCIENCE	$710.00	$0.00	$0.00	$0.00	$710.00	$0.00	$710.00
560	INDUSTRIAL ARTS/WOODS	$398.89	$0.00	$0.00	$0.00	$398.89	$0.00	$398.89
565	TECH PREP/SKILLS USA	($9,839.66)	$10,073.00	$0.00	$0.00	$233.34	$0.00	$233.34
570	AUTO/WELDING	$829.45	$0.00	$0.00	$0.00	$829.45	$0.00	$829.45
575	POWER DRIVE	$76.57	$0.00	$0.00	$0.00	$76.57	$0.00	$76.57
580	PAY TO PLAY	$6,654.47	$0.00	$0.00	$0.00	$6,654.47	$0.00	$6,654.47
600	PHYSICAL EDUCATION	$34.11	$0.00	$0.00	$0.00	$34.11	$0.00	$34.11
615	REVOLVING ACCT	$250.12	$0.00	$0.00	$0.00	$250.12	$0.00	$250.12
620	NOW ACCOUNT	$7,771.60	$170.65	$0.00	$0.00	$7,942.25	$0.00	$7,942.25
700	SOCIAL STUDIES SCHOL	$50.00	$0.00	$0.00	$0.00	$50.00	$0.00	$50.00
800	ATHLETICS	$45,353.71	$4,246.50	$(1,493.06)	$0.00	$48,107.15	$0.00	$48,107.15
825	WEIGHTROOM	$129.19	$0.00	$0.00	$0.00	$129.19	$0.00	$129.19
850	PRIDE	$47.30	$0.00	$0.00	$0.00	$47.30	$0.00	$47.30
860	AOK	$393.91	$0.00	$0.00	$0.00	$393.91	$0.00	$393.91
865	HOPE SQUAD	$135.74	$0.00	$0.00	$0.00	$135.74	$0.00	$135.74
870	STUDENT HELP FUND	$447.48	$0.00	$0.00	$0.00	$447.48	$0.00	$447.48
900	MEMORIALS	$70.00	$0.00	$0.00	$0.00	$70.00	$0.00	$70.00
950	IPAD FEES	$7,527.60	$65.00	$0.00	$0.00	$7,592.60	$0.00	$7,592.60
955	HORTICULTURE	$505.00	$0.00	$0.00	$0.00	$505.00	$0.00	$505.00
2015	CLASS OF 2015	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2016	CLASS OF 2016	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2017	CLASS OF 2017	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2018	CLASS OF 2018	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2019	CLASS OF 2019	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2020	CLASS OF 2020	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2021	Class of 2021	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2022	CLASS OF 2022	$805.17	$0.00	$0.00	$0.00	$805.17	$0.00	$805.17
2023	CLASS OF 2023	($1,508.88)	$2,981.61	$0.00	$0.00	$1,472.73	$0.00	$1,472.73
2024	CLASS OF 2024	$1,768.26	$0.00	$0.00	$0.00	$1,768.26	$0.00	$1,768.26
2025	CLASS OF 2025	$2,871.00	$0.00	$0.00	$0.00	$2,871.00	$0.00	$2,871.00
2026	CLASS OF 2026	$1,617.00	$0.00	$0.00	$0.00	$1,617.00	$0.00	$1,617.00
	Activity Accounts Grand Total	**$237,022.94**	**$39,825.81**	**$(5,359.18)**	**$0.00**	**$271,489.57**	**$0.00**	**$271,489.57**

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2023
To Date:	07/31/2023

From Acct:	1
To Acct:	999999

GL Accounts

GL Acct		Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992	CHECK ACCOUNT	$237,022.94	$39,825.81	$(5,359.18)	$0.00	$271,489.57	$0.00	$271,489.57
	General Ledger Grand Total	**$237,022.94**	**$39,825.81**	**$(5,359.18)**	**$0.00**	**$271,489.57**	**$0.00**	**$271,489.57**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary E. Russell Date: 8/2/23

Principal: _____ Date: 8/2/23

SEWARD HIGH SCHOOL

Bank Reconciliation Report

Checking Account

992

Date From 7/1/2023
Date to 07/31/2023

Ending Balance on Statement Dated : 07/31/2023	$280,180.32
Outstanding Deposits (Bank Deposits) -> +	$0.00
Less Outstanding Checks:	$8,690.75
Cash Balance as of : 07/31/2023	$271,489.57 ***

Cash Balance for Checking as of 7/1/2023	$237,022.94
Add: Total Deposits (Bank Deposits):	$39,825.81
Less: Total Checks and Withdrawals:	($5,359.18)
Computer Cash Balance as of : 07/31/2023	$271,489.57 ***

Summary of Asset Accounts

GL Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
992	CHECK ACCOUNT	$237,022.94	$39,825.81	($5,359.18)	$0.00	$271,489.57 ***
Grand Total		**$237,022.94**	**$39,825.81**	**($5,359.18)**	**$0.00**	**$271,489.57**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary E. Russell Date: 8/2/23

Principal: _____ Date: 8/2/23

***** Entries Must Match**

SEWARD HIGH SCHOOL

Reconciliation Activity Account Report

From Date: 7/1/2023
To Date: 07/31/2023

From Acct: 800
To Acct: 800

Date	Payee Source / Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
Activity Acct: 800 - ATHLETICS								**Beginning Balance: $45,353.71**	
Advisor:	John Moody								
7/5/23	SEWARD COUNTY INDEPI ACTIVITY PASSES 23/24	169615	15745	60129	$0.00	$70.00	$0.00	$45,283.71	992
7/5/23	NEBRASKA SPORTS GAME VOLLEY & SOFTBALLS	NNC758476	15183	60130	$0.00	$713.74	$0.00	$44,569.97	992
7/7/23	BSN SPORTS MOUTHGUARDS	921739643	15751	60135	$0.00	$90.00	$0.00	$44,479.97	992
7/12/23	RECEIPTS G WR SEASON EXP - CENTENNIAL			7906	$701.50	$0.00	$0.00	$45,181.47	992
7/12/23	RECEIPTS CONF QUIZ BOWL ENTRY			7907	$220.00	$0.00	$0.00	$45,401.47	992
7/12/23	RECEIPTS DISTRICT REIMB - SPRING			7910	$3,325.00	$0.00	$0.00	$48,726.47	992
7/14/23	LOU'S SPORTING GOODS PRACTICE FOOTBALLS	NNC758260	15173	60142	$0.00	$619.32	$0.00	$48,107.15	992
				Totals	**$4,246.50**	**$1,493.06**	**$0.00**	**$48,107.15**	

Accounts Payable	**$0.00**
Working Balance	**$48,107.15**
Currently Encumbered (PO)	**$0.00**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary S. Russell Date: 8/2/23

Principal: _____ Date: 8/2/23

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 14, 2023

Salaries for July	Salaries	584,391.47
NIC Nebraska	Transportation	7.50
Pitney Bowes	Postage	2,500.00
Jones Bank	FIT/FICA	11,379.73
Tennessee Child Support	Garnishment	9.99
Jones Bank	FIT/FICA	955.04
Jones Bank	FIT/FICA	171,028.18
Nebraska Child Support	Garnishment	580.00
ASPIRE	403b	10,625.00
Jones Bank	H.S.A. Payments	932.00
Jones Bank	FIT/FICA	7,004.43
Tennessee Child Support	Garnishment	9.99
NPERS	Retirement	158,787.49
NE Dept. of Revenue	State Tax	29,639.52
Pay Flex	Section 125	2,831.88
Amazon Capital Services	Supplies	2,285.29
American School Counselor Assoc.	Dues & Fees	129.00
Ameritas	Vision Insurance	981.92
ASCD	Dues & Fees	218.00
Assoc. for Middle Level Education	Dues & Fees	49.99
Awards Unlimited	Supplies	28.05
Baker, Noelle	Supplies	97.44
Barton Solvents Inc.	Maintenance	17,246.60
BlueCross BlueShield	Health Insurance	221,238.15
Campbells Cleaning	Services	15,087.00
CDWG	Technology	8,714.83
Central Nebraska Rehabilitation Services	Pupil Services	1,286.47
City of Seward Utility Dept	Utilities	32,319.67
Collings, Erin	Staff Dev	15.45
Conner Roofing	Maintenance	33,205.00
Cornhusker International	Transportation	823.44
Culligan	Maintenance	515.85
DAS	Distance Learning	238.13
Directions EAP, LLC	Services	4,140.00
ESU 6	ESU Expense	114,884.49
EverWhite Corp.	Equipment	794.00
Fairfield Inn & Suites	Travel	2,339.10
Farmers Coop	Maint. Of Equip	777.48
Follett	Books	1,340.50
Foundation for Educational Services	Software	2,750.00
Glaser Ceramics	Supplies	448.90
Grainger	Maintenance	767.87
Guided Readers, Inc	Subscription	167.00
Happy Numbers, Inc	Subscription	29.00
Hillyard	Maintenance	1,764.18
Home Depot Pro	Maintenance	365.99
Innovative Office Solutions	Supplies	5,590.62
Interstate All Battery Center	Maintenance	459.00
John Deere Financial	Maint. Of Equip	75.30
Journeyed.com, Inc	Software	1,500.00
JWPepper	Supplies	10.89
KSB School Law	Legal Fees	97.50

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 14, 2023

Learning Forward	Dues & Fees	159.00
Learning Seed, LLC	Supplies	222.56
Lee's Refrigeration	Maintenance	164.74
LifeTrack Services	Supplies	1,862.50
Madison National Life	LTD Ins.	2,771.58
Matheson	Supplies	460.77
McGraw Hill	OR Textbook Loan	2,589.98
Mechanical Sales, Inc	Maintenance	334.00
Meehl, Jan	Pupil Services	333.16
Menards	Maintenance	113.83
Mertens, Barb	St. John's Title IIA	380.41
Middle Creek Printing	Supplies	1,770.00
Midwest Alarm Services	Maintenance	3,884.40
Midwest Auto Parts	Transportation	278.75
Midwest Automotive	Transportation	326.04
Midwest Petroleum Equipment	Maintenance	2,945.72
MMC Contractors	Maintenance	1,171.00
Mote Technologies, Inc	Subscription	295.00
Multi-Health Systems, Inc	Supplies	150.00
Music Theatre International	Supplies	450.00
NCS Pearson	Supplies	1,146.02
Nebraska Council of School Admin	Staff Dev	2,045.00
Novel Electronic Designs, Inc	HAL	650.95
One Source	Admin. Expense	113.00
O'Reilly	Transportation	98.17
Oriental Trading	Supplies	279.82
Pac N Save	Maintenance	262.01
Paper Tiger	Business Support	56.00
Pay Flex	Section 125	117.30
Prestwick House	Books	823.50
Professional Choice Recovery	Garnishment	658.74
Providence Canines	Services	175.00
Reed Electric	Maintenance	6,225.88
Safety Kleen	Transportation	1,156.80
Scholastic	Periodicals	604.40
School District of Seward Board Revolving	Staff Dev	2,814.45
School District of Seward MS Activity Fund	Pepsi Rebate	80.76
School Mate	Supplies	1,923.75
Seegebarth, Beth	Supplies	38.22
Seward County Independent	Advertising	344.45
Seward Lumber	Maintenance	352.98
Sherwin Williams	Grounds	2,372.85
Small Engine Specialists	Maint. Of Equip	296.92
Social Thinking	Supplies	118.86
Striv AV, LLC	Technology Supplies	2,040.68
Summit	Maintenance	3,008.05
Supreme School Supply	Supplies	236.03
Time Warner Cable	Phone	119.98
Tractor Supply Credit Plan	Transportation	211.00
Truck Center Companies	Transportation	731.90
University of Nebraska-Lincoln	St. John's Title IIA	800.00
UNUM	Life Ins.	529.20
Uribe	Services	2,277.00

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 14, 2023

US Bank	Lease	1,282.17
US Cellular	Communications	217.45
Verizon	Telephone	606.30
Vernier	Supplies	156.65
Voss Lighting	Maintenance	610.68
Waterlink	Maintenance	225.00
Wells Fargo	Equipment	1,138.02
Wells Fargo	Supplies	815.72
WHC NE LLC	Services	2,430.00
WoodRIver Energy	Utilities	1,431.40
Worthington Direct	Furniture	4,442.12
Zultys	Phone	2,303.89
TOTAL GENERAL FUND CLAIMS		1,522,496.83

SCHOOL DISTRICT OF SEWARD
PROPOSED SPECIAL BUILDING FUND CLAIMS
AUGUST 14, 2023

YANDA MUSIC & PRO AUDIO	HS THEATRE LIGHTING	70,938.85

TOTAL	70,938.85

SCHOOL DISTRICT OF SEWARD
PROPOSED DEPRECIATION FUND CLAIMS
AUGUST 14, 2023

FREIGHTLINER TRUCK CENTER	2024 BUS	178,075.00

TOTAL 178,075.00

SCHOOL DISTRICT OF SEWARD
PROPOSED UNEMPLOYMENT FUND CLAIMS
AUGUST 14, 2023

NEBRASKA UC FUND	UNEMPLOYMENT	488.20
	TOTAL	488.20