



## **Guide to English Language Arts Course of Study at Telra Institute**

*This gives the framework for the curriculum, standards, and progression of English Language Arts at Telra Institute. In this guide, you will find minimum standards for performance for each grade level along with grade-level specific courses. Know that students may follow alternate pathways and access higher level courses than the courses listed as the minimum for the grade for Skills in kindergarten through 3<sup>rd</sup> grade and in ELA core courses in 4<sup>th</sup> through 8<sup>th</sup> grade. Students who demonstrate a need for instruction below the minimum level for their numerical grade level will be referred for intervention and may be retained.*

### **English Language Arts at Telra**

#### **Core Knowledge Language Arts**

Core Knowledge Language Arts is a comprehensive language arts curriculum program. While teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts (CKLA) also builds students' knowledge and vocabulary in literature, history, geography, and science. In the primary grades, CKLA is split into two strands: Skills and Listening & Learning. These are two different instructional groups at Telra Institute.

#### **Shurley Grammar**

Shurley Grammar is a unique tool, specifically designed to help students master the parts of speech and sentence structure. Students learn definitions for the parts of speech through jingles that incorporate rhythm, rhyme, movement, and fun. Through word analysis, students gain a better understanding of the parts that make up a sentence. With this basic grammar foundation in place, students are introduced to a clear, structured method for writing sentences that provide for clear, precise communication.

#### **Zaner-Bloser Handwriting**

Zaner-Bloser Handwriting follows a three-step model to help students master both manuscript and cursive handwriting skills. This program is used with students in kindergarten through 3<sup>rd</sup> grade.

#### **William and Mary Literature Units**

William and Mary Literature Units were developed by the Center for Gifted Education at the College of William and Mary for use with high-ability learning. The units are grounded in the Integrated Curriculum Model, which includes the dimensions of advanced content, higher-level processes, and interdisciplinary concepts. These units center on an overarching concept and include rich literature.

#### **Ormiston Academies Trust English**

The OAT curriculum is a comprehensive English program designed for students in grades 6-12. The modules of the program are designed to tell a clear story of English and balance the needs of reading, writing, and speaking. Students will read a variety of classic pieces of literature and grow as writers while using this curriculum.

## English Language Arts Course of Study Course of Study 2024-2025

This course of study may have additional starting points that begin part way through a standard course based on student readiness level, and students will not complete all of the courses listed as some material is covered in multiple courses depending on student readiness. Courses must be completed no later than the end of the grade level listed in the right-hand column of the table below with a grade of 60% or higher to be considered passing. Students who demonstrate a need for instruction below the minimum level for their numerical grade level will be referred for intervention and may be retained.

### Primary Grades (K-3<sup>rd</sup> Grade)

Skills	Listening and Learning (Grade-Level Based)	Completed No Later Than...
Primary ELA 1 <ul style="list-style-type: none"> <li>CKLA Skills Kindergarten</li> </ul>	Kindergarten <ul style="list-style-type: none"> <li>CKLA Listening &amp; Learning Kindergarten</li> <li>Zaner-Bloser Handwriting Kindergarten</li> </ul>	End of Kindergarten
Primary ELA 2 <ul style="list-style-type: none"> <li>CKLA Skills Grade 1</li> </ul>	1 <sup>st</sup> Grade <ul style="list-style-type: none"> <li>CKLA Listening &amp; Learning Grade 1</li> <li>Shurley Grammar 1</li> <li>Zaner-Bloser Handwriting Grade 1</li> </ul>	End of 1 <sup>st</sup> Grade
Primary ELA 3 <ul style="list-style-type: none"> <li>CKLA Skills Grade 2</li> </ul>	2 <sup>nd</sup> Grade <ul style="list-style-type: none"> <li>CKLA Listening &amp; Learning Grade 2</li> <li>Shurley Grammar 2</li> <li>Zaner-Bloser Handwriting Grade 2</li> </ul>	End of 2 <sup>nd</sup> Grade
Primary ELA 4 <ul style="list-style-type: none"> <li>CKLA Skills Grade 3</li> </ul>	3 <sup>rd</sup> Grade <ul style="list-style-type: none"> <li>CKLA Listening &amp; Learning Grade 3</li> <li>Shurley Grammar 3</li> <li>Zaner-Bloser Handwriting Grade 3</li> </ul>	End of 3 <sup>rd</sup> Grade
Primary ELA 5 <ul style="list-style-type: none"> <li>CKLA Grade 4</li> <li>Mind Your Time</li> <li>Caesar's English I</li> </ul>		
Primary ELA 6 <ul style="list-style-type: none"> <li>CKLA Grade 5</li> <li>Perspectives</li> <li>Caesar's English II</li> </ul>		

**Intermediate ELA (4<sup>th</sup>-5<sup>th</sup> Grade)**

<b>ELA Course</b>	<b>Completed No Later Than...</b>
Intermediate ELA 1 <ul style="list-style-type: none"><li>• CKLA Grade 4</li><li>• Mind Your Time</li><li>• Caesar's English I</li></ul>	End of 4 <sup>th</sup> Grade
Intermediate ELA 2 <ul style="list-style-type: none"><li>• CKLA Grade 5</li><li>• Perspectives</li><li>• Caesar's English II</li></ul>	End of 5 <sup>th</sup> Grade
Intermediate ELA 3 <ul style="list-style-type: none"><li>• CKLA Grade 6</li><li>• Literary Reflections</li><li>• Shurley Grammar 6</li></ul>	
Intermediate ELA 4 <ul style="list-style-type: none"><li>• CKLA Grade 7</li><li>• Patterns of Change</li><li>• Shurley Grammar 7</li></ul>	

**Middle School and Advanced ELA (6<sup>th</sup>-9<sup>th</sup> Grade)**

Middle School ELA 1 <ul style="list-style-type: none"><li>• OAT K3 Year 7</li><li>• Shurley Grammar 7</li><li>• Word Within the Word I</li></ul>	End of 6 <sup>th</sup> Grade
Middle School ELA 2 <ul style="list-style-type: none"><li>• OAT K3 Year 8</li><li>• Shurley Grammar 8</li><li>• Word Within the Word II</li></ul>	End of 7 <sup>th</sup> Grade
Advanced English I (HS English I Credit) <ul style="list-style-type: none"><li>• OAT K3 Year 9</li><li>• Art of the Argument</li><li>• The Pursuit of Justice</li><li>• Open to qualifying 7<sup>th</sup>/8<sup>th</sup> graders</li></ul>	End of 8 <sup>th</sup> Grade
Advanced English 2 <ul style="list-style-type: none"><li>• OAT K4 Year 10/11 (select units)</li><li>• Discovery of Deduction</li><li>• Utopias</li><li>• Open to qualifying 8<sup>th</sup>/9<sup>th</sup> graders</li></ul>	End of 9 <sup>th</sup> Grade

## Listening and Learning: Kindergarten

This grade-level based course includes the acquisition of rich background knowledge on topics that overlap with our science and social studies curriculum.

### CKLA Listening and Learning

<p><b>Domain 1: Nursery Rhymes and Fables</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations.</li> </ul>
<p><b>Domain 2: The Five Senses</b></p> <ul style="list-style-type: none"> <li>This domain includes an exploration of the senses that requires students to make observations and use language to describe those observations.</li> </ul>
<p><b>Domain 3: Stories</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to classic stories. Students will acquire an understanding of the elements of a story including characters, plot, and setting while developing an awareness of language.</li> </ul>
<p><b>Domain 4: Plants</b></p> <ul style="list-style-type: none"> <li>In this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and begin to understand the life cycle of plants, pollination, and photosynthesis.</li> </ul>
<p><b>Domain 5: Farms</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to several farm animals and crops that people grow on farms. Students will learn how farmers meet the needs of animals and will be able to contrast how plants make their own food with how animals get their food from eating plants or other living things.</li> </ul>
<p><b>Domain 6: Native Americans</b></p> <ul style="list-style-type: none"> <li>This domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn each tribe had its own way of eating, dressing, and living.</li> </ul>
<p><b>Domain 7: Kings and Queens</b></p> <ul style="list-style-type: none"> <li>In this domain, students will learn about kings, queens, and royal families. This unit includes both fiction and non-fiction selections to build understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history.</li> </ul>
<p><b>Domain 8: Seasons and Weather</b></p>

<ul style="list-style-type: none"> <li>This domain will introduce students to the concept of weather. Students will learn the different regions experience different weather patterns and that we can think of weather patterns in terms of seasons.</li> </ul>
<p><b>Domain 9: Columbus and the Pilgrims</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims 128 years later. This unit stresses the similarities between these voyages and interactions between Europeans and Native Americans.</li> </ul>
<p><b>Domain 10: Colonial Towns and Townspeople</b></p> <ul style="list-style-type: none"> <li>In this domain, students will learn about daily life during colonial times and important historical events.</li> </ul>
<p><b>Domain 11: Taking Care of the Earth</b></p> <ul style="list-style-type: none"> <li>In this domain, students are introduced to environmental awareness. They learn to conserve Earth's resources by reducing, reusing, and recycling.</li> </ul>
<p><b>Domain 12: Presidents and American Symbols</b></p> <ul style="list-style-type: none"> <li>This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols. Students will understand the differences between a king and a president.</li> </ul>

### Shurley Grammar

<p><b>Jingles</b></p> <ul style="list-style-type: none"> <li>Students will begin to learn the Shurley Grammar jingles, which incorporate domain-specific language through the incorporation of rhythm, rhyme, and movement. The Jingles provide a multi-sensory approach to allow students to understand and retain grammar concepts.</li> </ul>
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### Zaner-Bloser Handwriting

<p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>Students will learn to form their manuscript letters through a step-by-step process. Students also learn to evaluate their own handwriting for meaningful application across subject areas.</li> </ul>
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## Listening and Learning: 1<sup>st</sup> Grade

This grade-level based course includes the acquisition of rich background knowledge on topics that overlap with our science and social studies curriculum.

### CKLA Listening and Learning

<p><b>Domain 1: Fables and Stories</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to fables and stories that have been told for generations.</li> </ul>
<p><b>Domain 2: The Human Body</b></p> <ul style="list-style-type: none"> <li>This domain introduces students to a network of body systems that work together to perform vital jobs. Students also learn about germs and how to stop their spread.</li> </ul>
<p><b>Domain 3: Different Lands, Similar Stories</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to three themes in folktales using variations from different lands. Students will increase their vocabulary and reading comprehension throughout this domain.</li> </ul>
<p><b>Domain 4: Early World Civilizations</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion.</li> </ul>
<p><b>Domain 5: Early American Civilizations</b></p> <ul style="list-style-type: none"> <li>The domain includes a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming and the establishment of cities and government.</li> </ul>
<p><b>Domain 6: Astronomy</b></p> <ul style="list-style-type: none"> <li>In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and the other planets relate to Earth.</li> </ul>
<p><b>Domain 7: The History of the Earth</b></p>

<ul style="list-style-type: none"> <li>In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers</li> </ul>
<p><b>Domain 8: Animals and Habitats</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics.</li> </ul>
<p><b>Domain 9: Fairy Tales</b></p> <ul style="list-style-type: none"> <li>In this domain, students will learn about the elements of fairy tales that distinguish them from other types of fiction and elements that they share with other types of fiction.</li> </ul>
<p><b>Domain 10: A New Nation – American Independence</b></p> <ul style="list-style-type: none"> <li>In this domain, students will hear about the beginnings of the United States of America. They will be introduced to many important historical figures and will learn the story of how the colonies became a nation.</li> </ul>
<p><b>Domain 11: Frontier Explorers</b></p> <ul style="list-style-type: none"> <li>In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States.</li> </ul>

### Shurley Grammar

<p><b>Shurley Grammar 1</b></p> <ul style="list-style-type: none"> <li>Students will study nouns, verbs, adverbs, adjectives, prepositions, and pronouns, along with how these parts of speech interact in sentences. Students focus on the five parts of a complete sentences to form the building blocks of successful writing.</li> </ul>
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### Zaner-Bloser Handwriting

<p><b>1<sup>st</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Students will continue to practice manuscript letters through a step-by-step process. Students also continue to practice evaluating their own handwriting for meaningful application across subject areas.</li> </ul>
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## Listening and Learning: 2<sup>nd</sup> Grade

This grade-level based course includes the acquisition of rich background knowledge on topics that overlap with our science and social studies curriculum.

### CKLA Listening and Learning

<p><b>Domain 1: Fairy Tales and Tall Tales</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to fairy tales and tall tales that have been told for generations.</li> </ul>
<p><b>Domain 2: Early Asian Civilizations</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers.</li> </ul>
<p><b>Domain 3: The Ancient Greek Civilization</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the ancient Greek civilization whose contributions can be seen in many areas of our lives today.</li> </ul>
<p><b>Domain 4: Greek Myths</b></p> <ul style="list-style-type: none"> <li>This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters.</li> </ul>
<p><b>Domain 5: The War of 1812</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to an important period in the history of the United States—the time during the War of 1812, which is often called America’s second war for independence.</li> </ul>
<p><b>Domain 6: Cycles in Nature</b></p> <ul style="list-style-type: none"> <li>This domain will introduce your students to the many natural cycles that make life on Earth possible. These cycles include seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle.</li> </ul>
<p><b>Domain 7: Westward Expansion</b></p> <ul style="list-style-type: none"> <li>In this domain, students will learn about the time of westward expansion during the 1800s and the reasons for the move westward. Students will study the innovations that made travel possible and will understand the hardships encountered.</li> </ul>
<p><b>Domain 8: Insects</b></p> <ul style="list-style-type: none"> <li>In this domain, students will study the largest group of animals on Earth – insects!</li> </ul>

<p>Students will learn the characteristics, life cycles, and categorization of insects, along with how insects can be helpful or harmful.</p>
<p><b>Domain 9: The U.S. Civil War</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War.</li> </ul>
<p><b>Domain 10: The Human Body</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to cells as the building blocks of life on Earth. Students will learn about how organs work in the body and will study the work of Anton van Leeuwenhoek and the microscope. Students will also study the digestive and excretory systems.</li> </ul>
<p><b>Domain 11: Immigration</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to the concept of immigration in the United States and the reasons people immigrate.</li> </ul>
<p><b>Domain 12: Fighting for a Cause</b></p> <ul style="list-style-type: none"> <li>This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, including causes such as the abolition of slavery, rights for women, and the welfare of migrant workers.</li> </ul>

### Shurley Grammar

<p><b>Shurley Grammar 2</b></p> <ul style="list-style-type: none"> <li>Students will study nouns, verbs, adverbs, adjectives, prepositions, and pronouns, along with how these parts of speech interact in sentences. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students also focus on helping verbs.</li> </ul>
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### Zaner-Bloser Handwriting

<p><b>2<sup>nd</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Students master their manuscript writing in the 2<sup>nd</sup> grade Zaner-Bloser curriculum. Students continue to practice proper formation and begin to write longer passages while evaluating their own penmanship.</li> </ul>
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## Listening and Learning: 3<sup>rd</sup> Grade

This grade-level based course includes the acquisition of rich background knowledge on topics that overlap with our science and social studies curriculum.

### CKLA Listening and Learning

<p><b>Domain 1: The Wind in the Willows</b></p> <ul style="list-style-type: none"> <li>Students are introduced to the adventures of Mole, Rat, Badger, and Toad in selections from <i>The Wind in the Willows</i> to reinforce understanding of story elements and experience rich vocabulary, language, and syntax.</li> </ul>
<p><b>Domain 2: Classifying Animals by Characteristics</b></p> <ul style="list-style-type: none"> <li>Students are introduced to the science of classification. They learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics of these groupings.</li> </ul>
<p><b>Domain 3: The Human Body – Senses and Systems</b></p> <ul style="list-style-type: none"> <li>In this domain, students examine the structure and functions of the skeletal, muscular, and nervous systems. Students also learn about the senses of sight and hearing, and how the eyes and ears work.</li> </ul>
<p><b>Domain 4: The Ancient Roman Civilization</b></p> <ul style="list-style-type: none"> <li>Students are introduced to ancient Roman society and the rise and decline of the Roman Empire. They learn about Roman geography, government, major leaders, monumental battles, myths and legends, social class structure, and forms of entertainment.</li> </ul>
<p><b>Domain 5: Light and Sound</b></p> <ul style="list-style-type: none"> <li>Students learn about the properties of light and sound, how light and sound travel, and how light and sound can be manipulated. They also learn about the life and contributions of Alexander Graham Bell, including his experience with teaching the deaf.</li> </ul>
<p><b>Domain 6: The Viking Age</b></p> <ul style="list-style-type: none"> <li>Students are introduced to the seafaring warriors from Scandinavia known as Vikings. Students also learn about the culture, beliefs, and everyday life of the Norse people.</li> </ul>
<p><b>Domain 7: Astronomy – Our Solar System &amp; Beyond</b></p> <ul style="list-style-type: none"> <li>Students learn about the planets in our solar system, as well as celestial objects such as asteroids, meteoroids, and comets. They are also introduced to galaxies, the</li> </ul>

<p>Big Bang theory, and key people involved in the study and exploration of space.</p>
<p><b>Domain 8: Native Americans – Regions and Cultures</b></p> <ul style="list-style-type: none"> <li>In this domain, students learn about early migrations across a land bridge from Asia to North America. They learn how early Native American people moved across the Americas and how they adapted to their new environments.</li> </ul>
<p><b>Domain 9: European Exploration of North America</b></p> <ul style="list-style-type: none"> <li>Students learn about the motivations behind European exploration and how those motivations changed over time. They also learn how Europeans interacted with Native Americans.</li> </ul>
<p><b>Domain 10: Colonial America</b></p> <ul style="list-style-type: none"> <li>Students learn how the English colonies in North America were established and how each developed a distinctive culture. They also learn how the climate, geography, and motivations of the settlers influenced life in each of the 13 colonies.</li> </ul>
<p><b>Domain 11: Ecology</b></p> <ul style="list-style-type: none"> <li>Students learn about how all living species in an ecosystem are interdependent and interconnected. They learn about changes to the environment due to natural occurrences and the actions of people.</li> </ul>

### Shurley Grammar

<p><b>Shurley Grammar 3</b></p> <ul style="list-style-type: none"> <li>Students will study nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students expand their understanding of grammar and apply this knowledge to their own writing.</li> </ul>
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### Zaner-Bloser Handwriting

<p><b>3<sup>rd</sup> Grade</b></p> <ul style="list-style-type: none"> <li>Students learn to write in cursive using four basic strokes as their guide. Students practice proper form in their cursive writing and evaluate their own penmanship.</li> </ul>
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## Primary ELA Skills 1

Primary ELA Skills 1 begins with the fundamental groundwork for reading and writing. During this course, students focus on pre-reading and early reading activities.

<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Unit 1 lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</li> </ul>
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>In Unit 2, students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.</li> </ul>
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>In Unit 3, students are introduced to eight sounds, and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.</li> </ul>
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>Unit 4 introduces students to eight new sounds. Through oral language games, chaining exercises, and story demonstrations with the decodable Big Book (<i>Pet Fun</i>), students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</li> </ul>
<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>Unit 5 introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and story demonstrations with the decodable Big Book (<i>Ox and Man</i>), students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</li> </ul>
<p><b>Unit 6</b></p> <ul style="list-style-type: none"> <li>In Unit 6 students are encouraged to automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words,</li> </ul>

<p>and reading text independently. The decodable Student Reader (with Big Book) for Unit 6 is <i>Kit</i>.</p>
<p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>Unit 7 introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice worksheets, and reading of their decodable Student Reader, <i>Seth</i>.</li> </ul>
<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>Unit 8 introduces students to double-letter spellings for consonant sounds, as well as seven high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills. The decodable Student Reader (with Big Book) for Unit 8 is <i>Sam</i>.</li> </ul>
<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>In Unit 9 students practice writing uppercase letters and learn 17 new Tricky Words. This unit also introduces worksheets with story questions, comprehension questions related to the decodable Student Reader, <i>Zack and Ann</i>.</li> </ul>
<p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>Unit 10 introduces students to five new vowel sounds and eleven additional Tricky Words. The decodable Student Reader for Unit 10 is <i>Scott</i>. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with first grade teachers via the End-of-Year Summary sheet included in the Student Workbook.</li> </ul>



## Primary ELA Skills 2

Primary ELA Skills 2 builds on the work students complete in Primary ELA Skills 1. Students continue their work in phonics by learning new phonemes and graphemes, working with Tricky Words, and learning Tricky Spellings. Students also work to become stronger writers.

### Unit 1

- Unit 1 reviews concepts from Primary ELA Skills 1 and introduces Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far). The decodable Student Reader for Unit 1 is *Snap Shots*.

### Unit 2

- Unit 2 introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as a and e in cake). The unit also includes practice with new Tricky Words. The decodable Student Reader for Unit 2 is *Gran*.

### Unit 3

- Unit 3 introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Students begin formal instruction in the writing process with a focus on narrative writing. The decodable Student Reader for Unit 3 is *Fables*.

### Unit 4

- Unit 4 introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. The decodable Student Reader for Unit 4 is *The Green Fern Zoo*.

### Unit 5

- In Unit 5, students begin learning spelling alternatives that make up the advanced code. They plan, draft, and edit a letter in which they express their opinions to the main character of the decodable Student Reader for Unit 5, *Kate’s Book*.

### Unit 6

- In Unit 6, students continue work with several spelling alternatives for consonant sounds. They plan, draft, and edit a personal narrative. The decodable Student Reader for Unit 6 is *Grace*.

### Unit 7

- In Unit 7, students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. The decodable Student Reader for Unit 7 is *Kay and Martez*. Students also take cumulative End-of-Year assessment to assess learning throughout the year.

## Primary ELA Skills 3

Primary ELA Skills 3 builds on the work students complete in Primary ELA Skills 2. Students continue to learn new phonemes and graphemes, with an emphasis on phonemes that are especially tricky. Students expand their writing skills to a variety of genres.

### Unit 1

- Unit 1 reviews concepts from Primary ELA Skills 2 and focuses on various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words. The decodable Student Reader for Unit 1 is *The Cat Bandit*.

### Unit 2

- This unit focuses on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions. The decodable Student Reader for Unit 2 is *Bedtime Tales*.

### Unit 3

- Unit 3 introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound, such as “o” in hop or open). Students practice writing a personal narrative. Students are also introduced to antonyms and synonyms. The decodable Student Reader for Unit 3 is *Kids Excel*.

### Unit 4

- Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings (spellings that can stand for more than one sound, such as “y” in try or yes). Students practice persuasive writing in a friendly letter. The decodable Student Reader for Unit 4 is *The Job Hunt*.

### Unit 5

- Unit 5 introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes to read multi-syllable words. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their decodable Student Reader, *Sir Gus*.

### Unit 6

- Unit 6 introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. The decodable Student Reader for Unit 6 is *The War of 1812*. Students also take cumulative End-of-Year assessment to assess learning throughout the year.

## Primary ELA Skills 4

Primary ELA Skills 4 builds on the work students complete in Primary ELA Skills 3. Students read longer passages and stories and increase their writing stamina.

<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>Unit 1 reviews concepts from Primary ELA Skills 3 and focuses on a series of literary excerpts in the Student Reader, <i>Classic Tales</i>. In addition, a Beginning-of-the-Year Assessment is administered to each student in order to identify code knowledge gaps.</li> </ul>
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>Unit 2 introduces the Skills components of spelling, grammar, and morphology. Students also read <i>Rattenborough's Guide to Animals</i> and learn about warm-blooded and cold-blooded animals, vertebrates and invertebrates, and how scientists classify living things.</li> </ul>
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>In Unit 3, students continue to learn and refine skills in spelling and dictionary use. They also learn how to write a paragraph with a topic and concluding sentence. Through their Reader, <i>How Does Your Body Work?</i>, students learn about the skeletal, muscular, and nervous systems of the body.</li> </ul>
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>In Unit 4, students continue their practice with spelling and dictionary use. Through their Student Reader, <i>Stories of Ancient Rome</i>, they compare and contrast present-day Rome with the Ancient Roman Empire, learn about the legend of Romulus and Remus, and read several Roman myths.</li> </ul>
<p><b>Unit 5</b></p> <ul style="list-style-type: none"> <li>In Unit 5, students learn how to build sentences using adjectives, adverbs, and synonyms. They also practice reading and spelling words with the /ee/ and /ae/ sounds. Through the Student Reader, <i>Adventures in Light and Sound</i>, they are introduced to the concepts of refraction, reflection, pitch, volume, and intensity.</li> </ul>
<p><b>Unit 6</b></p>

<ul style="list-style-type: none"> <li>Unit 6 contains a Mid-Year Assessment that evaluates students' ability to apply grade 3 skills taught thus far. Through the Student Reader, <i>Gods, Giants, and Dwarves</i>, students learn about Norse mythology.</li> </ul>
<p><b>Unit 7</b></p> <ul style="list-style-type: none"> <li>In Unit 7, students explore their Student Reader, <i>What's in Our Universe</i>, they build a greater understanding of the universe and the celestial bodies within it. At the end of the unit, students apply note-taking skills and their knowledge of the qualities of strong paragraphs to write a research paper on a topic about astronomy.</li> </ul>
<p><b>Unit 8</b></p> <ul style="list-style-type: none"> <li>Unit 8 uses the student Reader, <i>Native American Stories</i>, to depict specific groups of Native Americans living in various regions of North America from an earlier period. As students read the text, they consider how people adapt to their environment and how that adaptation can shape their culture.</li> </ul>
<p><b>Unit 9</b></p> <ul style="list-style-type: none"> <li>In unit 9, through their Reader, <i>The Age of Exploration</i>, students learn about navigation, early notions of the location of continents, and journeys to new lands.</li> </ul>
<p><b>Unit 10</b></p> <ul style="list-style-type: none"> <li>In Unit 10, students continue to build skills in spelling and writing. Through their Reader, <i>Living in Colonial America</i>, students learn about life in each of the 13 colonies as well as what it was like for people to settle in a new land.</li> </ul>
<p><b>Unit 11</b></p> <ul style="list-style-type: none"> <li>Unit 11's Student Reader, <i>Introduction to Ecology</i>, familiarizes students with the concepts of food chains, the balance of nature, changes to the environment, and protecting the environment. Students also take cumulative End-of-Year assessment to assess learning throughout the year.</li> </ul>

## Primary ELA Skills 5/Intermediate ELA 1

Primary ELA Skills 5/Intermediate ELA 1 is available to 2<sup>nd</sup> through 5<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Primary ELA 4. Test scores are also considered when determining readiness.

### Core Knowledge

<p><b>Brown Girl Dreaming</b></p> <ul style="list-style-type: none"> <li>Students begin the year identifying, describing, and using elements of a memoir, through the study of <i>Brown Girl Dreaming</i>. Students will follow author Jacqueline Woodson through her free verse exploration of her early years. Students review the writing process and engage in an extended writing project.</li> </ul>
<p><b>The Middle Ages</b></p> <ul style="list-style-type: none"> <li>Students develop reading and writing skills through engagement with informational text in the Student Reader <i>Knights, Castles, and Chivalry</i>. Students learn about the feudal system, chivalry, manors, the growth of towns, the Magna Carta, the plague, and more. Students engage in an extended writing project.</li> </ul>
<p><b>King Arthur and the Round Table</b></p> <ul style="list-style-type: none"> <li>Students explore their own personal values through the legends of King Arthur and his knights. As they continue their study of the writing process, students look at the differences between verse and prose in narratives. Students focus on character and dialogue in their writing as they draft and publish a short story.</li> </ul>
<p><b>Listen, My Children</b></p> <ul style="list-style-type: none"> <li>Students conduct a study of poetry as a genre of literature that is unique for many reasons. Students will focus on literary techniques used in that poetry, such as figurative language, rhyme schemes, metaphor, and repetition. Students will also examine specific vocabulary associated with poetry.</li> </ul>
<p><b>Geology</b></p> <ul style="list-style-type: none"> <li>This unit explores the relationships between different geological processes and how they affect the landscape and</li> </ul>

<p>related environments of the earth. Students practice their writing, spelling, grammar, and morphology skills, and work on an extended writing project</p>
<p><b>The American Revolution</b></p> <ul style="list-style-type: none"> <li>The American Revolution focuses on the disagreements about principles of government which led the colonists in North America to seek independence from Great Britain. Students will review the stages of the writing process and engage in an extended writing project.</li> </ul>
<p><b>The United States Constitution</b></p> <ul style="list-style-type: none"> <li>In this unit, students will address the question: How was the United States Constitution created, and why has it lasted for more than 200 years? Students will explore the Articles of Confederation and other factors that led to the writing of the Constitution. They will finish the unit by writing an opinion piece.</li> </ul>
<p><b>Treasure Island</b></p> <ul style="list-style-type: none"> <li>Students will explore <i>Treasure Island</i>, which is a literary text in the subgenre of adventure story. Students will focus on character development, setting, and plot, as well as literary devices, while reading an abridged version of Robert Louis Stevenson's popular adventure story. Students will be engaged in an extended writing project.</li> </ul>

### Caesar's English

<p><b>Caesar's English I</b></p> <ul style="list-style-type: none"> <li>Caesar's English I teaches students important vocabulary while giving them wide-ranging insight into the ancient world and its contributions to our lives, including the Latin, which is the foundation of modern academic English.</li> </ul>
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### William & Mary

<p><b>Mind Your Time</b></p> <ul style="list-style-type: none"> <li>In <i>Mind Your Time</i>, the reading selections and the activities were designed to intrigue and challenge students to think about time and its role in their lives. This unit is centered on the concept of time and will involve a wide variety of literature to provide context for discussions, writing, listening, vocabulary studies and research activities.</li> </ul>
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## Primary ELA 6/Intermediate ELA 2

Intermediate ELA 2 is available to 3<sup>rd</sup> through 5<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Primary ELA 5 or Intermediate ELA 1. Test scores are also considered when determining readiness.

### Core Knowledge

<p><b>The Call Me Güero</b></p> <ul style="list-style-type: none"> <li>In this unit, students study contemporary fiction through the novel, <i>They Call Me Güero</i>, which is written in various forms of poetry. Through <i>They Call Me Güero</i>, students explore aspects of living on the border between two countries. Students review the writing process and engage in an extended writing project.</li> </ul>
<p><b>Early American Civilizations</b></p> <ul style="list-style-type: none"> <li>Students develop reading, writing, listening, and thinking skills through engagement with informational texts. They learn about the innovations and discoveries made in these civilizations and read some of their myths. Students use the writing process to write an informative or explanatory report that compares and contrasts the three civilizations.</li> </ul>
<p><b>Adventures of Don Quixote</b></p> <ul style="list-style-type: none"> <li>Students will learn that <i>the Adventures of Don Quixote</i> was originally written in the early 1600s by Miguel de Cervantes Saavedra who lived in Spain. This work represents a very popular genre of books during this period which recounted fantastic adventures, brave deeds, and fanciful romances of various fictitious knights. This is an abridged text for younger readers.</li> </ul>
<p><b>The Renaissance</b></p> <ul style="list-style-type: none"> <li>This unit provides students with a broad exposure to the art and literature of this time period, through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare.</li> </ul>
<p><b>A Midsummer Night's Dream</b></p> <ul style="list-style-type: none"> <li>Students will review what they learned about William Shakespeare in the Renaissance Unit and continue to assess why his work is still important today. Students will read an adaptation of A</li> </ul>

<p><i>Midsummer Night's Dream</i> and will analyze literary elements such as character, setting, theme, plot (series of events), conflict, resolution, point of view, and dialogue.</p>
<p><b>The Reformation</b></p> <ul style="list-style-type: none"> <li>In this unit, students learn about the Reformation, a movement involving religious and political upheaval. Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Great advances in science were also made during this time.</li> </ul>
<p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>In this unit, students will learn that the poems in this unit are drawn from various literary traditions over the last several centuries. The poets and their poems are diverse, representing a variety of backgrounds and nations. Some of the poems employ meter and rhyme schemes, while others use free verse.</li> </ul>
<p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>Students will explore how the policies of the American government in the 1800s and contact between Native Americans and settlers, missionaries, traders, and explorers adversely affected Native American traditions, cultures, ways of life, and relationship with the land. The unit reveals the unique role Native Americans played during World War II.</li> </ul>

### Caesar's English

<p><b>Caesar's English I/II</b></p> <ul style="list-style-type: none"> <li>Caesar's English I/II teaches students important vocabulary while giving them wide-ranging insight into the ancient world and its contributions to our lives, including the language of the ancient Romans: Latin, which is the foundation of modern academic English.</li> </ul>
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### William & Mary

<p><b>Perspectives</b></p> <ul style="list-style-type: none"> <li>The guiding theme of this unit is the recognition that people have their own perspectives based on their experiences in the world around them. The literature selections of the unit will allow students the opportunity to view and study multiple perspectives.</li> </ul>
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## Intermediate ELA 3

Intermediate ELA 3 is available to 4<sup>th</sup> and 5<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Primary ELA 6 or Intermediate ELA 2. Test scores are also considered when determining readiness.

### Core Knowledge

#### Flying Lessons and Other Stories

- In this unit, students will practice reading and writing short stories, using a collection of selected stories from *Flying Lessons & Other Stories*. Written by middle-grade authors representing a wide array of cultures and experiences, these stories and your classroom discussion will give students the opportunity to explore the diverse backgrounds.

#### Calling All Minds: how to Think and Create Like an Inventor

- This unit addresses science topics in an informational text read as part of the language arts program. Students will learn about inventors, inventions, and the use of problem-solving logic. Students will focus on the literary skills examining different kinds of text structure such as problem and solution, cause and effect, sequential, and procedural text structures.

#### The Heritage of Ancient Greece and Rome

- This unit provides context about ancient Greece and Rome. In this unit, students will focus on differentiating sentence structures, correct sentence punctuation, and Greek and Roman roots and affixes in the English language. Students will also write a research essay.

#### The Iliad, the Odyssey, and Other Greek Stories

- Students will examine ancient Greece through epic stories and myths where heroes face enormous and frightening challenges and meet those challenges with bravery and ingenuity. Students will focus on the literary skills of character perspective and motivations, as well as linear and non-linear sequences of events. They will explore how myths are shaped by and how they communicate the values of a particular culture at a specific point in time.

#### The Tragedy of Julius Caesar

- This unit focuses on themes of friendship, betrayal, and leadership. Students will identify how themes are introduced and developed through a dramatic work, how a historical drama can prompt us to reflect upon events in history, and how the distinctly different experiences of reading and viewing a play can cause us to examine the events, characters, motivations, and themes in a drama in different ways and in different contexts. Students will read excerpts from Shakespeare's *Julius Caesar*.

#### 90 Miles to Havana

- This unit focuses on Latin American history, specifically the Cuban Revolution. At the end of the unit, students will have the opportunity to compare/contrast the Cuban Revolution as presented in informational text and historical fiction and analyze the value of each type of text. Students will read *90 Miles to Havana* by Enrique Flores Galbis, in which the author reflects on his experience leaving

Cuba at the beginning of the Cuban Revolution.

### **The Blessings of Liberty – Vol. 1**

- focuses on movements for justice, rights, and freedom in the United States by addressing historical subjects through language arts. It examines the dialogue that has evolved between the ideas enshrined in the Constitution of the United States and subsequent political, social, and legal movements and texts. The unit asks students to consider the ways in which the United States has lived up to its ideal of creating a “more perfect union” and calls attention to areas where it has fallen short. In particular, students will focus on the issues of racial and gender discrimination and equality, with an emphasis on voting rights for Black Americans and women.

### **Realms of Gold – Vol. 1**

- This unit focuses on examining poetry. The poems in this unit are grouped and taught by poetic form, such as ode, lyrical, didactic, and historical poetry. While reading, students will focus on sound, structure, meaning, tone, conflict, diction, figurative language, and the speaker’s viewpoint.

## **Shurley Grammar**

### **Shurley Grammar 6**

- Students will study nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students expand their understanding of grammar

and apply this knowledge to their own writing.

## **William & Mary**

### **Literary Reflections**

- Although all four language arts strands of literature, writing, language study, and oral communication are integrated into this unit, the core involves students interacting with literature while enhancing reading comprehension and textual analysis skills. The literature selections, including *The Secret Garden* and world-class short stories by such authors as Tolstoy and Singer, serve as a basis for discussion.

## Intermediate ELA 4

Intermediate ELA 4 is available to 4<sup>th</sup> and 5<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Primary ELA 6 (in cases where test scores show readiness for a higher level than Intermediate ELA 3) or Intermediate ELA 3. Test scores are also considered when determining readiness.

### Core Knowledge

#### Hello, Universe

- The literary skills addressed in this unit highlight how authors develop and contrast points of view and perspectives, and how the elements of character, setting, and plot interact. Students will analyze the use of figurative language and identify and explain major literary themes in fictional literature. In this unit, students will read *Hello, Universe* by Erin Entrada-Kelly. The novel deals with issues such as bullying and disability, as well as friendship, self-discovery, and self-acceptance.

#### The Tempest

- This unit examines the play by William Shakespeare. This version of *The Tempest* has been adapted for a modern, school-age audience. Students will identify and analyze the elements of a drama such as characterization, mood, and theme. Students will also analyze dramatic structure, theatrical performance, and how to navigate Shakespearean language. Students will also write a dramatic scene in this unit.

#### The Strange Case of Dr. Jekyll and Mr. Hyde

- This unit explores historical accounts and fictional portrayals of

Victorian London. It examines how an author develops a major theme throughout a novel. During this unit, students will read an abridged version of *Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson. Students will also write and publish an argumentative essay and support it with evidence.

#### The Time Machine

- This unit examines the features of science fiction through H.G. Wells' *The Time Machine*. Students will study characterization, character development, and theme development. Students will explore reasons why authors select specific points of view to tell a story and how the elements of character, setting, and plot interact. This text creates the perfect opportunity to analyze how figurative and descriptive language impact a story. Students will also write and publish an original narrative in the science fiction genre.

#### Realms of Gold – Vol. 2

- This unit examines poetry as a form of expression. The poems in this unit are grouped and taught by poetic form, such as narrative and historical poetry. Students will also read several short stories in this unit. Students will learn that short stories are a genre that can vary widely in form and subject. Students will also strengthen their understanding of the basic elements of storytelling. Students will plan, write, edit, and publish an original poem that mirrors the styles of some of the poems they are reading

#### The Genius of the Harlem Renaissance



- This unit examines a selection of essays, poems, and plays produced by Black writers in the early 1900s. Most of the works students will read in this unit were produced either by people who lived and took part in the artistic flourishing in Harlem, New York or by keen observers of the movement. In terms of literary skills, students will focus on analyzing the themes and ideas of an artistic movement and how they are expressed in a variety of texts. Students will also identify and analyze the central ideas and argumentative structure of nonfiction essays.

**Anne Frank’s Tales from the Secret Annex**

- In this unit, students examine writings by Anne Frank. Anne’s writing is important largely for its content, the fact that it expresses the thoughts and feelings of a young person caught up in a global war, and its literary qualities. In terms of literary skills, students will focus on relationships and characterization, figurative language, connotative meaning, point of view, and perspective. Students will follow a logical sequence of steps that guide them to the creation of an original, finished text that mirrors the styles of some of the narratives they have read in this unit.

**Code Talker**

- The unit focuses on *Code Talker*, a historical fiction novel by Joseph Bruchac, which draws on the author’s Native American heritage. In terms of literary skills, students will have several assignments in which they focus on human relationships and interactions,

characterization, figurative language, point of view, perspective, and irony. Students will analyze the role of culture in shaping a person’s values and behaviors and will learn about the important role the Navajo code talkers played in World War II. Additionally, students will write research essays in this unit.

**Shurley Grammar**

**Shurley Grammar 7**

- Students will study nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students expand their understanding of grammar and apply this knowledge to their own writing.

**William & Mary**

**Patterns of Change**

- The concept of cyclic patterns of change was chosen as the unifying theme for this unit. Selected literary works deal with cycles in nature, knowledge, history, and human life. Students are introduced to some of the important approaches and ideas of literary criticism. Students are encouraged to use journals, literature webs, essays, and visual projects to organize and express their ideas about various literary selections. Works studied in the unit include *My Daniel* by Conrad, “The Helpful Badger” by Lawrence Yep, and poetry by Dickinson, Sandburg, Angelou, and Shakespeare.

## Middle School ELA 1

Middle School ELA 1 is available to 6<sup>th</sup>-8<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Intermediate ELA 2. Test scores are also considered when determining readiness.

### OAT

#### Ancient Origins

- The first module is centered around Simon Armitage's radio play based on Homer's *Odyssey*. Students will also explore the concept of mythology in terms of the origin of stories. They will read a range of creation myths from around the world as well as exploring what it is to be a hero by comparing various stories from Greek myth as well as extracts from the *Iliad* dealing with the story of Achilles and the Sumerian Epic of Gilgamesh, the oldest piece of literature of which we are aware. Students will also read texts inspired by the *Odyssey* by Tennyson, Margaret Atwood, and Carol Ann Duffy.

#### Links to Legends

- This module builds on the ideas presented in Ancient Origins and shifts the story of English to some of the earliest works of literature in English. Students will experience *Beowulf*, the oldest existing piece of English literature, alongside some of the texts it has inspired. Students will read extracts from translations and well as take a brief foray into Old English. From there, students will jump to Arthurian legend through the lens of Simon Armitage's version of *Sir Gawain and the Green Knight*, as well as extracts from Mallory's *Le Morte D'Arthur*. Finally, students will read some of the foundational legends from China (*Journey to the West*, *Wu Cheng'en*) and the Middle East (*A Thousand and One Nights*).

#### The Art of Rhetoric

- This introduction to rhetoric revolves around Shakespeare's play *Julius Caesar*. The module is divided into 5 sections, each focusing on one of the five acts of

Julius Caesar and also on one of the five parts of rhetoric: invention, arrangement, style, memory and delivery. In each section, students are introduced to a range of great speeches from literature and history. The module has two main aims: that students should read, perform, and enjoy *Julius Caesar*, and that they should be introduced to and experiment with different rhetorical forms.

#### The Story of Romance

- The final module of Middle School ELA 1 explores the genre of Romance from its origins to its transformation into Romanticism. To help students embed the conventions and concepts of Romance, students will read extracts from two Shakespeare plays: *A Midsummer Night's Dream* and *Romeo and Juliet*. From there, students get a glimpse into the world of Spenser's *Faerie Queen*. Students will also consider how Romance has become the modern fantasy genre.

### Word Withing the Word I

#### Word Within the Word I

- The Word Within the Word I is a rigorous vocabulary text filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. In addition, the book contains an extensive discussion of the history of Greece in the Classical Period.

### Shurley Grammar

#### Shurley Grammar 7

- Students will study nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students expand their understanding of grammar and apply this knowledge to their own writing.

## Middle School ELA 2

Middle School ELA 2 is available to 6<sup>th</sup>-8<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Intermediate ELA 3/4 or Middle School ELA 1. Test scores are also considered when determining readiness.

### OAT

#### The Sonnet

- In this unit, students trace the sonnet's origins to the thirteenth-century Italian court, with the primary exploration being though Petrarch, who was its most famous early practitioner. Students then move on to see how the form was adopted by the English in the Elizabethan period, most notably by Shakespeare, who gave it the structure we think of today: 14 lines of rhymed iambic pentameter. Students then continue to track the history of the sonnet and the modern experimentation of poets with the form.

#### The King James Bible's Influence on Literature

- The central concern of this module is to introduce students to the importance of Bible knowledge in the study of English literature, both in terms of studying it *as* literature and its influence *on* literature. This is entirely separate from studying the Bible as a religious text, instead focusing on its unique place in the study of English. In this unit, students compare selections to other literature, look at selections as poetry, and read literature based on stories from the Bible, including a medieval mystery play based on the story of Noah, extracts from *Pilgrim's Progress* and *Paradise Lost*, poetry by William Blake and Emily Dickinson, and even song lyrics from Bob Marley.

#### The Story of Comedy

- One of the difficulties for students studying comedy is that they don't always find the texts they read funny. The idea that comedy is synonymous

with amusing is tackled early on, and we offer the definition that comedy is a plot structure which moves from chaos to order. Texts in this module include Shakespeare's *As You Like It*, Swift's 'A Modest Proposal,' Pope's 'The Rape of the Lock,' poetry from Edward Lear, Lewis Carroll, and more. Additionally, students will read *Hitchhiker's Guide to the Galaxy* to examine modern comedy.

#### The Story of the Novel

- Students begin their study of the novel with extracts from Aphra Behn's 'proto-novel' *Oroonoko* and Daniel Defoe's classic *Robinson Crusoe*. From there we sweep through the Eighteenth Century taking in extracts from Fielding's *Tom Jones*, *Evelina* by Frances Burney, and *Pride and Prejudice* by Jane Austin. We then consider extracts from Dickens, George Eliot, J.D. Salinger, and, finally, Chimamanda Ngozi Adichie. The anchor text for the module is *Great Expectations*.

### Word Withing the Word II

#### Word Within the Word II

- The Word Within the Word I/II is a rigorous vocabulary text filled with readings and activities to illustrate the important role of Latin and Greek stems in academic English. In addition, the book contains an extensive discussion of the history of Greece in the Classical Period.

### Shurley Grammar

#### Shurley Grammar 8

- Students will study nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and interjections. Students continue to work with the five parts of the sentence, applying this to a variety of sentence types. Students expand their understanding of grammar and apply this knowledge to their own writing.

# Advanced English 1

Advanced English 1 is available to 7<sup>th</sup>-8<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Middle School ELA 2. Test scores are also considered when determining readiness. This is a high school level course, and thus themes and texts are taught at a high school level and may include content typically taught in high school rather than middle school.

## OAT

### The Gothic

- The primary focus of the Gothic is to welcome students into a world of wild and remote landscapes, vulnerable heroines, supernatural happenings and uncanny events. Gothic fiction has intrigued and unsettled readers for more than two centuries, and as a result, the Gothic has become a staple of the academic study of literature. The very question of humanity and the human condition, as well as suffering and romance, are all key themes brought up and reflected in this dark and mysterious fiction. Students will gain a clear understanding of the critical literary movements and how different writers exploited the fears of the time focusing on *Wuthering Heights* as the primary novel but using a range of other texts and authors such as the Brontës, Toni Morrison, Mary Shelley, and Edgar Allan Poe to present the development of Gothic literature through the centuries.

### War Writing

- The second module is based around RC Sherriff's play *Journey's End*. Students are gripped as tension builds throughout the play and are often aghast at Osbourne's untimely death in the trenches. Alongside this, students will also be exposed a range of First World War poetry, especially the poets Wilfred Owen and Siegfried Sassoon, as well as extracts from novels including Sebastien Faulk's *Birdsong*, Pat Barker's *Regeneration*, and Erich Maria Remarque's *All Quiet on the Western Front*. As well as these fiction works,

there are various pieces of non-fiction. Students also examine Richard Curtis and Ben Elton's *Blackadder Goes Forth*. Finally, students will experience the one act play *Mine Eyes Have Seen* by African American writer Alice Dunbar-Nelson.

### The Story of Tragedy

- Tragedies are an inherent part of human culture and literature. They are centered around sadness and death - misfortune and the descent of heroic characters. This unit looks to cover the key periods of tragedy. We begin with its formation by the Greeks, before going on to look at how the conventions of Greek Tragedy were then adapted in the medieval period and later into the Renaissance era. We then finish by looking at modern tragedy and its development from the classical tragedy earlier in the unit.

### Freedom

- The anchor text is Mildred D. Taylor's *Roll of Thunder, Hear My Cry*. Students will read the work of other important figures of the Harlem Renaissance such as Langston Hughes, Claude McKay, and Paul Lawrence Dunbar as well as other writers who have used English either to argue for or as an expression of freedom. There are extracts from writers as diverse as Ta-Nehisi Coates, WE Du Bois, Maya Angelou and Alice Walker.

### Women in Literature

- This unit focuses on women in literature: female writers, female narrators, iconic female protagonists. Beginning with the introduction of the greats such as Sappho and Aphra Benn, to the Victorian greatest literary sisters, the Brontë's and Charlotte Mew's modernist poetry to the transformation into modern day literature such as extracts from the dystopian, *The Handmaid's Tale* and *The Purple Hibiscus* as they battle for freedom and hope for the future. The *Yellow Wallpaper* as the primary text for this unit.

## Advanced English 2

Advanced English 2 is available to 8<sup>th</sup>-9<sup>th</sup> grade students. Readiness for this course is shown through a grade of 60% or above in Advanced English 1. Test scores are also considered when determining readiness. This is a high school level course, and thus themes and texts are taught at a high school level and may include content typically taught in high school rather than middle school. When taken in 8<sup>th</sup> grade, this course includes materials with asterisks, while 9<sup>th</sup> grade will take a dual enrollment course, English 111/112 in this spring semester.

### OAT

#### MacBeth

- Students continue the study of Shakespeare that they began in previous levels of Telra's English Language Arts course of study as they take on *MacBeth*. As students transition into the next level of the OAT curriculum, students begin to increase the rigor required for their written analyses of literary works. Through a study of *MacBeth*, students examine different facets of the play and plan written responses for each. Students then move further into the writing process, refining one of their written plans into a full-length essay.

#### Dystopia

- In this unit, students will be immersed in dystopian worlds through high quality text which offer a rich array of linguistic analysis and have shaped how we use and think of language. Students will engage with *Brave New World* by Aldous Huxley, *1984* by George Orwell, *The Handmaid's Tale* by Margret Atwood, and *The Road* by Cormac McCarthy. This unit will be revisited by our 8<sup>th</sup> grade students when they circle back to the idea of utopias in the second semester.

#### Poetry: Worlds and Lives\*

- The poetry selected in this unit are designed with the purpose of inspiring students to love poetry. In this unit, poems are linked to four broad themes: nature, destruction, connection, and power. Within each theme, students will examine works of both romantic and modern poetry. In this unit, students will study works from romantics William Wordsworth, George Eliot, Emily Brontë, and Percy Shelley, along with modern poets like James Berry, Grace Nichols, Raman Mundair, and more.

#### An Inspector Calls\*

- *An Inspector Calls* is a play which resonates with students due to its impactful message around social responsibility. It is one of Priestley's best-known works for the stage and is considered to be one of the classics of mid-20th century English theatre. It has been read as a parable about the destruction of Victorian social values and the disintegration of pre-World War I English society.

### The Discovery of Deduction

#### The Discovery of Deduction

- This curriculum will introduce students to the realm of formal, deductive logic. Formal logic studies how an argument is put together-the form or structure of an argument-as well as its real-world implications. Using methods such as Socratic dialogue, ample discussion, and integration of other subjects, it teaches the ways in which these dialectic students learn best. Example scenarios, exercises, points to remember, quotes, charts, and thorough lessons will help students grasp the concepts presented, and be able to apply them.