Exhibit I - Course Description

Math

Grade 4 Mathematics:

This 4th grade Mathematics course aligns with Arkansas Academic Standards, focusing on developing students' understanding of place value, fractions, and arithmetic operations. Students will master multi-digit multiplication and division, gaining fluency with the standard algorithm. The course emphasizes fraction concepts, including equivalence, addition, and subtraction with like denominators. Geometric skills are honed through analyzing angles and classifying shapes based on their properties. Students will solve problems involving measurement conversions and represent data using line plots. Throughout the year, problem-solving strategies are integrated into real-world contexts, encouraging critical thinking. The curriculum balances conceptual understanding with procedural fluency, utilizing manipulatives and visual models to support learning. By year's end, students will have a solid foundation in whole number and fraction operations, geometry, and data analysis, preparing them for more advanced mathematical concepts in subsequent grades.

Description	State Standard	Lesson name
Place Value: Students understand the base ten place value system.	4.NPV.1 Recognize that a digit in a given place represents ten times what it represents in the place to its right.	Value of a digit (4-A.3)
		Relationship between place values (4-A.4)
	4.NPV.2 Read and write whole numbers up to 1,000,000 using base ten numerals, word form, and a variety of expanded forms.	Place value models (4-A.1)
		Convert between standard and expanded form (4-A.5)

		Writing numbers up to one million: convert between words and digits (4-A.6)
		Spell word names for numbers up to one million (4-A.7)
		Place value word problems (4-A.9)
		Place value review (4-A.11)
	4.NPV.3 Use place value understanding to round five-digit and six-digit whole numbers to any place.	Rounding: up to hundred thousands place (4-C.1)
		Round a number to any place: up to hundred thousands (4-C.3)
		Rounding input/output tables (4-C.4)
		Estimate sums (4-D.1)
		Estimate sums: word problems (4-D.2)
		Estimate differences (4-E.1)
		Estimate differences: word problems (4-E.2)
		Estimate products: multiply by 1-digit numbers (4-H.3)
		Estimate products: multiply by 2-digit numbers (4-I.4)

		Estimate products: word problems (4-I.5)
		Divide by 1-digit numbers: pick the better estimate (4-K.4)
		Estimate sums, differences, products, and quotients: word problems (4-M.2)
Comparison: Students use place value understanding to compare numbers.	4.NPV.4 Compare two five-digit whole numbers and six-digit whole numbers, using symbols (<, =, >) to record the results of comparisons.	Compare numbers up to one million (4-B.1)
	4.NPV.5 Compare two fractions with different numerators and different denominators using symbols (<, =, >) to record the results of comparisons (e.g., by creating common denominators or numerators or by comparing to a benchmark of 0, 1/2, 1).	Compare fractions using models (4-R.4)
		Benchmark fractions (4-R.5)
		Compare fractions using benchmarks (4-R.6)
		Compare fractions using benchmarks: find the missing numerator (4-R.7)
		Compare fractions (4-R.8)
		Compare fractions: find the missing numerator or denominator (4-R.9)
		Compare fractions in recipes (4-R.10)
	4.NPV.6 Compare two decimals to the hundredths place, using symbols (<, =, >) to record the results of comparisons.	Compare decimals using models (4-Y.6)
		Compare decimals on number lines (4-Y.7)

		Compare decimal numbers (4-Y.8)
		Compare money amounts (4-AA.3)
Fraction Foundations: Students develop a conceptual understanding of fractions.	4.NPV.7 Decompose fractions, including fractions greater than one and mixed numbers, into unit fractions, using concrete models, drawings, and/or the number line.	Decompose fractions into unit fractions using models (4-S.1)
		Decompose fractions into unit fractions (4-S.2)
Equivalent Fractions: Students develop and apply equivalent fraction understanding.	4.NPV.8 Explain why a fraction a/b is equivalent to a fraction (n · a)/(n · b), using visual fraction models, generating equivalent fractions using the principle a/b = (n · a)/(n · b).	Find equivalent fractions using area models (4-P.3)
		Graph equivalent fractions on number lines (4-P.5)
		Identify equivalent fractions (4-P.6)
		Equivalent fractions: find the missing numerator or denominator (4-P.7)
		Fractions with denominators of 10 and 100 (4-P.9)
	4.NPV.9 Add two fractions with denominators of 10 and 100 by expressing the denominator of 10 as an equivalent fraction with a denominator of 100.	Fractions with denominators of 10 and 100 (4-P.9)
		Add fractions: denominators 10 and 100 (4-U.1)
		Identify fraction expressions with a particular sum: denominators of 10 and 100 (4-U.2)

	4.NPV.10 Apply decimal notation for fractions with denominators 10 or 100.	Model decimals and fractions (4-X.1)
		Graph fractions as decimals on number lines (4-X.3)
		Convert fractions and mixed numbers to decimals - denominators of 10 and 100 (4-X.6)
		Convert decimals to fractions and mixed numbers (4-X.7)
Operations & Properties: Students perform operations, using place value understanding and properties of operations.	4.CAR.1 Find the factor pairs for a given number in the range of 1-100, identifying whether a number is prime or composite; determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.	Choose numbers with a particular product (4-F.10)
		Understand factors and factor pairs (4-G.3)
		Identify factors (4-G.4)
		Find all the factor pairs of a number (4-G.5)
		Choose the multiples of a given number up to 10 (4-G.6)
		Prime and composite: up to 20 (4-G.8)
		Prime and composite: up to 100 (4-G.9)
	4.CAR.2 Use computational fluency to add and subtract whole numbers up to 1,000,000 by using strategies and algorithms, including the standard algorithm, with mastery by the end of fourth grade.	Add two multi-digit numbers (4-D.3)
		Add two multi-digit numbers: word problems (4-D.4)

		Properties of addition (4-D.5)
		Add 3 or more numbers up to millions (4-D.6)
		Addition: fill in the missing digits (4-D.7)
		Choose numbers with a particular sum (4-D.8)
		Subtract two multi-digit numbers (4-E.3)
		Subtract two multi-digit numbers: word problems (4-E.4)
		Subtraction: fill in the missing digits (4-E.5)
		Choose numbers with a particular difference (4-E.6)
		Add and subtract numbers ending in zeros (4-M.1)
		Comparison word problems with addition and subtraction (4-M.4)
	4.CAR.3 Use strategies based on place value and the properties of operations to multiply four-digit by one-digit whole numbers and two two-digit whole numbers.	Multiplication facts to 12 (4-F.3)
		Properties of multiplication (4-F.5)
		Distributive property: find the missing factor (4-F.6)

		Multiplication patterns over increasing place values (4-H.1)
		Multiply 1-digit numbers by 2-digit numbers: choose the area model (4-H.6)
		Multiply 1-digit numbers by 2-digit numbers using area models (4-H.7)
		Multiply using the distributive property (4-H.8)
		Multiply 1-digit numbers by 2-digit numbers (4-H.9)
		Multiply 1-digit numbers by 2-digit numbers: word problems (4-H.10)
		Multiply 1-digit numbers by 3-digit or 4-digit numbers: choose the area model (4-H.12)
		Multiply 1-digit numbers by 3-digit or 4-digit numbers using area models (4-H.13)
		Multiply 1-digit numbers by 3-digit or 4-digit numbers using expanded form (4-H.14)
		Multiply 1-digit numbers by multi-digit numbers using partial products (4-H.15)
		Multiply 1-digit numbers by 3-digit or 4-digit numbers (4-H.16)

		Multiply 1-digit numbers by 3-digit or 4-digit numbers: word problems (4-H.17)
		Multiply by multiples of ten (4-I.2)
		Multiply two multiples of ten: word problems (4-I.3)
		Multiply 2-digit numbers by 2-digit numbers: choose the area model (4-I.6)
		Multiply 2-digit numbers by 2-digit numbers using area models (4-I.7)
		Multiply 2-digit numbers by 2-digit numbers using partial products (4-I.8)
		Multiply a 2-digit number by a 2-digit number: complete the missing steps (4-I.9)
		Multiply a 2-digit number by a 2-digit number (4-I.10)
		Multiply a 2-digit number by a 2-digit number: word problems (4-I.11)
		Use one multiplication fact to complete another (4-I.14)
		Box multiplication (4)
		Lattice multiplication (4)

	4.CAR.4 Use strategies based on place value, the properties of operations, and the relationship between multiplication and division to divide whole numbers with four-digits by one-digit divisors; quotients should be with and without whole number remainders.	Properties of division (4-J.5)
		Choose numbers with a particular quotient (4-J.6)
		Division patterns over increasing place values (4-K.1)
		Divide numbers ending in zeros by 1-digit numbers (4-K.2)
		Divide 2-digit numbers by 1-digit numbers using arrays (4-K.5)
		Divide 2-digit numbers by 1-digit numbers using area models (4-K.6)
		Divide using the distributive property (4-K.7)
		Divide 2-digit numbers by 1-digit numbers (4-K.9)
		Divide 2-digit numbers by 1-digit numbers: complete the table (4-K.10)
		Divide 3-digit numbers by 1-digit numbers using area models (4-K.11)
		Divide using partial quotients (4-K.12)
		Divide larger numbers by 1-digit numbers (4-K.14)

		Divide numbers ending in zeros by 1-digit numbers: word problems (4-L.1)
		Divide 2-digit numbers by 1-digit numbers: interpret remainders (4-L.2)
		Divide 2-digit numbers by 1-digit numbers: word problems (4-L.3)
		Divide larger numbers by 1-digit numbers: interpret remainders (4-L.4)
		Divide larger numbers by 1-digit numbers: word problems (4-L.5)
		Divide larger numbers by 1-digit numbers: complete the table (4)
	4.CAR.5 Add and subtract fractions, including mixed numbers, with like denominators, using visual fraction models and equations.	Add fractions with like denominators using number lines (4-S.7)
		Subtract fractions with like denominators using number lines (4-S.10)
		Add and subtract fractions with like denominators using number lines (4-S.11)
		Add and subtract mixed numbers with like denominators (4-T.11)
	4.CAR.6 Multiply a fraction by a whole number using visual fraction models and equations.	Multiply unit fractions by whole numbers using models (4-V.1)

		Multiply unit fractions by whole numbers using number lines (4-V.2)
		Multiples of unit fractions: find the missing numbers (4-V.3)
		Multiply unit fractions by whole numbers: sorting (4-V.4)
		Multiply unit fractions by whole numbers (4-V.5)
		Multiply fractions by whole numbers using models (4-W.1)
		Multiply fractions by whole numbers using models: complete the equation (4-W.2)
		Multiply fractions by whole numbers using number lines (4-W.3)
		Multiples of fractions: find the missing numbers (4-W.4)
		Multiply fractions by whole numbers: sorting (4-W.5)
		Multiply fractions by whole numbers (4-W.6)
Problem Solving: Students solve real-world problems.	4.CAR.7 Solve real-world problems involving multiplicative comparison, using drawings and/or equations with a symbol for the unknown number, and distinguish between multiplicative comparison and additive comparison.	Compare numbers using multiplication: word problems (4-F.8)
		Comparison word problems: addition or multiplication? (4-F.9)

	4.CAR.8 Solve multi-step, real-world problems posed with whole numbers and having whole-number answers, using addition, subtraction, multiplication, and division; include problems in which remainders must be interpreted and represent these problems using equations with symbols standing for the unknown quantity.	Estimate products word problems: identify reasonable answers (4-H.4)
		Multiply 1-digit numbers by 2-digit numbers: multi-step word problems (4-H.11)
		Multiply 1-digit numbers by 3-digit or 4-digit numbers: multi-step word problems (4-H.18)
		Multiply a 2-digit number by a 2-digit number: multi-step word problems (4-I.12)
		Divide 2-digit numbers by 1-digit numbers: interpret remainders (4-L.2)
		Divide larger numbers by 1-digit numbers: interpret remainders (4-L.4)
		Write equations to represent word problems (4-M.11)
		Multi-step word problems with strip diagrams (4-N.2)
		Multi-step word problems (4-N.4)
		Multi-step word problems involving remainders (4-N.5)
		Multi-step word problems: identify reasonable answers (4-N.6)

		Word problems with extra or missing information (4-N.7)
		Multi-step word problems involving subtraction (4)
	4.CAR.9 Solve real-world problems involving the addition and subtraction of fractions; include mixed numbers with like denominators, using visual fraction models or equations.	Add and subtract fractions with like denominators: word problems (4-T.4)
		Add and subtract fractions with like denominators in recipes (4-T.5)
		Add and subtract mixed numbers with like denominators: word problems (4-T.13)
	4.CAR.10 Solve real-world problems involving the multiplication of a fraction by a whole number using visual fraction models or equations.	Multiply unit fractions by whole numbers: word problems (4-V.6)
		Multiply fractions by whole numbers: word problems (4-W.7)
		Multiply fractions and mixed numbers by whole numbers in recipes (4-W.10)
Algebraic Concepts: Students develop and apply an understanding of foundational algebraic concepts.	4.CAR.11 Generate a number or shape pattern that follows a given rule, identifying apparent features of the pattern that are not explicit in the rule itself.	Make a repeating pattern (4)
		Use a rule to complete a number pattern (4-O.1)
		What is true about the given pattern? (4-O.2)
		What is true about the pattern made by the rule? (4-O.3)

		Identify mistakes in number patterns (4-O.4)
		Extend growing shape patterns (4-O.9)
		Find the next shape in a pattern (4)
Shapes: Students expand knowledge of shapes by analyzing sides and angles.	4.GM.1 Identify angles as geometric shapes that are formed where two rays share a common endpoint, understanding that angles are measured with reference to a circle so that an angle that turns through a 1/360 of a circle is called a "one-degree angle" and an angle that turns through n one-degree angles is said to have an angle measure of n degree.	Angles as fractions of a circle (4-JJ.2)
		Use fractions to find the measure of an angle (4-JJ.3)
		Angles of 90, 180, 270, and 360 degrees (4-JJ.4)
		Measure angles on a circle (4-JJ.5)
		Estimate angle measurements (4-JJ.8)
	4.GM.2 Measure angles in whole-number degrees, using a protractor, drawing angles of specified measure.	Measure angles with a protractor (4-JJ.6)
		Draw angles with a protractor (4-JJ.7)
	4.GM.3 Solve real-world problems finding unknown angle measures, using addition and subtraction when an angle is decomposed into non-overlapping parts.	Adjacent angles (4-JJ.9)
		Angle measures: word problems (4-JJ.10)
	4.GM.4 Identify and draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines, identifying these in quadrilaterals and triangles.	Points, lines, line segments, rays, and angles (4-II.1)
		Parallel, perpendicular, and intersecting lines (4-II.2)

		Identify parallel, perpendicular, and intersecting lines (4-II.3)
		Acute, right, obtuse, and straight angles (4-JJ.1)
		Parallel sides in quadrilaterals (4-LL.1)
	4.GM.5 Classify two-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, or angles of a specified size, involving quadrilaterals and triangles.	Acute, obtuse, and right triangles (4-KK.1)
		Scalene, isosceles, and equilateral triangles (4-KK.2)
		Classify triangles (4-KK.3)
		Parallel sides in quadrilaterals (4-LL.1)
		Sides and angles of quadrilaterals (4-LL.2)
		Classify quadrilaterals (4-LL.7)
		Pick all the names for a quadrilateral (4-LL.8)
	4.GM.6 Identify and/or draw lines of symmetry for a two-dimensional figure.	Identify lines of symmetry (4-MM.1)
		Draw lines of symmetry (4-MM.2)
		Count lines of symmetry (4-MM.3)

Perimeter, Area, & Volume: Students calculate the perimeter of polygons, area of rectangles, and liquid volume.	4.GM.7 Apply the area and perimeter formulas for rectangles and figures composed of two or more rectangles in real-world situations.	Find the area of complex figures by dividing them into rectangles (4)
		Find the perimeter of rectangles using formulas (4-GG.3)
		Perimeter: word problems (4-GG.4)
		Find the area of rectangles using formulas (4-HH.2)
		Find the area or missing side length of a rectangle (4-HH.3)
		Area: word problems (4-HH.4)
		Area of complex figures (4-HH.5)
		Area between two rectangles (4-HH.6)
		Relationship between area and perimeter (4-HH.8)
		Area and perimeter: word problems (4-HH.9)
		Rectangles: relationship between perimeter and area word problems (4-HH.10)
		Use area and perimeter to determine cost (4-HH.11)

Time, Money, & Conversions: Students apply measurement knowledge to solve real-world problems.	4.GM.8 Convert measurements of length, weight/mass, and liquid volume within the same system of measurement, metric and customary, expressing measurements from a larger unit in terms of a smaller unit.	Which customary unit is appropriate? (4-DD.2)
		Convert and compare customary units of length (4-DD.3)
		Convert and compare customary units of weight (4-DD.4)
		Convert and compare customary units of volume (4-DD.5)
		Convert and compare customary units (4-DD.6)
		Conversion tables - customary units (4-DD.7)
		Which metric unit is appropriate? (4-EE.1)
		Convert and compare metric units of length (4-EE.2)
		Convert and compare metric units of mass (4-EE.3)
		Convert and compare metric units of volume (4-EE.4)
		Convert and compare metric units (4-EE.5)
		Conversion tables - metric units (4-EE.6)
		Convert mixed metric units (4-EE.7)

	4.GM.9 Solve real-world problems involving time intervals that may cross the hour.	Elapsed time: word problems (4-CC.5)
		Find start and end times: multi-step word problems (4-CC.6)
	4.GM.10 Solve real-world problems involving addition and subtraction of money, including the ability to make change.	Add and subtract money amounts (4-AA.4)
		Find the change, price, or amount paid (4-AA.5)
		Price lists with addition and subtraction (4-AA.6)
		Multi-step word problems with money: addition and subtraction only (4-AA.8)
	4.GM.11 Solve real-world problems involving distances, liquid volume, and masses of objects, including problems that require expressing measurements given in a larger unit in terms of a smaller unit.	Compare customary units by multiplying (4-DD.8)
		Measurement word problems (4-FF.1)
		Measurement word problems with fractions (4-FF.2)
Charts, Graphs, & Tables: Students organize and analyze data.	4.DA.1 Collect and interpret data from observations, surveys, and experiments; represent data using frequency tables and scaled bar graphs.	Create bar graphs (4-BB.7)
		Interpret bar graphs (4-BB.8)
		Create frequency charts (4-BB.10)
		Interpret frequency charts (4-BB.11)

	4.DA.2 Use a line plot to display a data set of measurements in fractions of a unit, solving problems involving addition and subtraction of fractions with like denominators using data presented in line plots.	Create and interpret line plots with fractions (4-BB.4)

Grade 5 Mathematics:

The 5th grade Mathematics course, aligned with Arkansas Academic Standards, builds upon previous knowledge and introduces more complex mathematical concepts. Students will extend their understanding of place value to include decimals, applying this knowledge to perform operations with multi-digit whole numbers and decimals to thousandths. The course deepens fraction concepts, introducing addition, subtraction, and multiplication of fractions with unlike denominators. Geometric exploration includes volume calculation and the classification of two-dimensional figures in hierarchies. Students will graph points on the coordinate plane to solve real-world problems. The curriculum emphasizes the development of algebraic thinking through analyzing patterns and writing simple expressions. Statistical concepts are expanded to include measures of center and data representation in line plots. Through a blend of direct instruction, collaborative problem-solving, and technology integration, students develop strong mathematical reasoning skills. By the end of the year, students will have a comprehensive understanding of rational number operations, geometric principles, and data analysis techniques, setting a strong foundation for middle school mathematics.

Description	**State Standard**	**Lesson name**
Place Value: Students understand the base ten place value system.	5.NPV.1 Recognize that, in a multi-digit number, a digit in a given place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Convert between standard and expanded form (5-A.1)
		Place value (5-A.2)
		Place values in decimal numbers (5-W.4)
		Relationship between decimal place values (5-W.5)

	5.NPV.2 Explain patterns in the number of zeros and/or the decimal point when multiplying or dividing a number by a power of 10, using whole-number exponents to denote powers of 10.	Understanding powers of ten (5-C.1)
		Evaluate powers of ten (5-C.2)
		Write powers of ten with exponents (5-C.3)
		Multiply a whole number by a power of ten (5-D.4)
		Multiply a decimal by a power of ten (5-BB.1)
		Multiply a decimal by a power of ten: with exponents (5-BB.2)
		Multiply by 0.1 or 0.01 (5-BB.3)
		Multiply by a power of ten with decimals: find the missing number (5-BB.4)
		Divide by powers of ten (5-EE.1)
		Decimal division patterns over increasing place values (5-EE.2)
		Divide by a power of ten: with exponents (5-EE.3)
		Multiply and divide by a power of ten: with exponents (5-EE.4)
		Divide by a power of ten with decimals: find the missing number (5-EE.5)

		Divide by 0.1 or 0.01 (5-EE.6)
	5.NPV.3 Read and write decimals to thousandths, using base-ten numerals, word form, and a variety of expanded forms.	What decimal number is illustrated? (5-W.1)
		Understanding decimals expressed in words (5-W.3)
		Convert decimals between standard and expanded form (5-W.6)
		Convert decimals between standard and expanded form using fractions (5-W.7)
		Compose and decompose decimals in multiple ways (5-W.8)
	5.NPV.4 Apply place value understanding to round decimals to any place up to the thousandths.	Round decimals (5-W.9)
		Estimate sums and differences of decimals using rounding (5-AA.11)
Comparison: Students use place value understanding to compare numbers.	5.NPV.5 Compare two decimals to thousandths based on the value of the digits in each place, using symbols (<, =, >) to record the results of comparisons.	Compare decimals using grids (5-X.2)
		Compare decimals on number lines (5-X.3)
		Compare decimal numbers (5-X.4)
Fraction Foundations: Students build a conceptual understanding of fractions.	5.NPV.6 Use visual models to explain the product of multiplying a whole number by a fraction greater than and less than one.	Multiply unit fractions by whole numbers using number lines (5)
		Multiply fractions by whole numbers: choose the model (5-N.1)

		Multiply fractions by whole numbers using models: complete the equation (5-N.2)
		Multiply fractions by whole numbers using number lines (5-N.3)
		Multiply fractions by whole numbers using arrays (5-N.5)
		Fractions of a number: model and multiply (5-N.6)
		Multiply unit fractions by whole numbers using models (5)
		Multiples of unit fractions: find the missing numbers (5)
Operations & Properties: Students perform operations using place value understanding and properties of operations.	5.CAR.1 Use computational fluency to multiply multi-digit whole numbers by using strategies and algorithms, including the standard algorithm, with mastery by the end of fifth grade.	Multiply by 2-digit numbers: complete the missing steps (5-D.9)
		Multiply 2-digit numbers by 2-digit numbers (5-D.10)
		Multiply 2-digit numbers by 3-digit numbers (5-D.11)
		Multiply 2-digit numbers by larger numbers (5-D.12)
		Multiply by 2-digit numbers: word problems (5-D.13)

		Multiply by 3-digit numbers (5-D.14)
	5.CAR.2 Calculate whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, properties of operations, divisibility rules, and the relationship between multiplication and division.	Divide numbers ending in zeros (5-E.2)
		Divide numbers ending in zeros: word problems (5-E.3)
		Divide by 2-digit numbers using models (5-E.9)
		Divide by 2-digit numbers using partial quotients (5-E.10)
		Divide 2-digit and 3-digit numbers by 2-digit numbers (5-E.11)
		Divide 2-digit and 3-digit numbers by 2-digit numbers: word problems (5-E.12)
		Divide 4-digit numbers by 2-digit numbers (5-E.13)
		Divide 4-digit numbers by 2-digit numbers: word problems (5-E.14)
		Relate multiplication and division (5-E.16)
		Choose numbers with a particular quotient (5-E.18)
		Multi-step word problems: multiplicative comparison (5-I.5)

		Add decimal numbers using blocks (5-AA.1)
		Add decimal numbers (5-AA.2)
		Subtract decimal numbers using blocks (5-AA.3)
		Subtract decimal numbers (5-AA.4)
		Add and subtract decimal numbers (5-AA.5)
		Add and subtract decimals: word problems (5-AA.6)
		Choose decimals with a particular sum or difference (5-AA.7)
		Complete the decimal addition or subtraction sentence (5-AA.8)
		Add and subtract money amounts (5-HH.1)
	5.CAR.3 Add and subtract decimals to the hundredths using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between addition and subtraction.	Add and subtract money: word problems (5-HH.2)
		Keeping financial records (5-VV.10)
	5.CAR.4 Multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, or the relationship between multiplication and division.	Multiply a decimal by a one-digit whole number using blocks (5-CC.3)

		Multiply a decimal by a one-digit whole number using the distributive property (5-CC.4)
		Multiply a decimal by a one-digit whole number (5-CC.5)
		Multiply a decimal by a two-digit whole number using area models (5-CC.6)
		Multiply a decimal by a multi-digit whole number (5-CC.7)
		Multiply decimals and whole numbers: word problems (5-CC.8)
		Multiply three or more numbers, one of which is a decimal (5-CC.9)
		Complete the decimal multiplication sentence using grids (5-DD.2)
		Multiply decimals using grids (5-DD.3)
		Multiply two decimals: where does the decimal point go? (5-DD.4)
		Multiply two decimals: products up to hundredths (5-DD.6)
		Multiply two decimals: products up to thousandths (5-DD.7)

		Divide decimals using blocks: complete the equation (5-FF.2)
		Divide decimals using area models: complete the equation (5-FF.3)
		Division with decimal quotients (5-FF.5)
		Division with decimal quotients and rounding (5-FF.6)
		Division with decimal quotients: word problems (5-FF.7)
		Divide by decimals without adding zeros (5-FF.8)
		Divide by decimals (5-FF.9)
		Multiply money amounts: word problems (5-HH.5)
		Divide money amounts: word problems (5-HH.8)
	5.CAR.5 Add and subtract fractions with like and unlike denominators by using equivalent fractions {a/b = (n · a)/(n · b)} to create common denominators; include real-world problems.	Add fractions with unlike denominators using models (5-L.2)
		Add fractions with unlike denominators (5-L.3)
		Subtract fractions with unlike denominators using models (5-L.4)

		Subtract fractions with unlike denominators (5-L.5)
		Add 3 or more fractions with unlike denominators (5-L.8)
		Complete addition and subtraction sentences with fractions (5-L.10)
		Add mixed numbers with unlike denominators (5-M.3)
		Subtract mixed numbers with unlike denominators (5-M.4)
		Complete addition and subtraction sentences with mixed numbers (5-M.8)
	5.CAR.6 Interpret and solve fractions as division problems, (a/b = a ÷ b), where a and b are natural numbers.	Relate division and fractions (5-T.1)
	5.CAR.7 Use visual models and equations to multiply whole numbers by fractions and fractions by fractions, including mixed numbers and fractions greater than one.	Multiply fractions by whole numbers using arrays (5-N.5)
		Fractions of a number: model and multiply (5-N.6)
		Multiply two unit fractions using models (5-N.7)
		Multiply two fractions using models (5-N.8)
		Multiply fractions by whole numbers I (5-O.1)

		Multiply fractions by whole numbers II (5-O.2)
		Fractions of a number I (5-O.5)
		Fractions of a number: word problems (5-O.6)
		Fractions of a number II (5-O.7)
		Multiply two fractions (5-P.1)
		Multiply a mixed number by a whole number using a model I (5-Q.1)
		Multiply a mixed number by a whole number using a model II (5-Q.2)
		Multiply with mixed numbers using area models (5-Q.3)
		Multiply a mixed number by a whole number (5-R.2)
		Multiply a mixed number by a fraction (5-R.3)
		Multiply two mixed numbers (5-R.4)
		Multiply mixed numbers, fractions, and whole numbers (5-R.5)
		Multiply fractions by whole numbers: input/output tables (5)

	5.CAR.8 Apply previous understanding of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Divide unit fractions by whole numbers using models (5-T.3)
		Divide whole numbers by unit fractions using models (5-T.5)
		Divide unit fractions and whole numbers using area models (5-T.7)
		Divide unit fractions by whole numbers (5-U.1)
		Divide whole numbers by unit fractions (5-U.2)
		Divide unit fractions and whole numbers (5-U.3)
Problem Solving: Students solve real-world problems.	5.CAR.9 Solve and create real-world problems involving multiplication of fractions and mixed numbers.	Multiply fractions by whole numbers: word problems (5-O.3)
		Multiply two fractions: word problems (5-P.2)
		Multiplication with mixed numbers: word problems (5-R.7)
		Multiply fractions and mixed numbers in recipes (5-R.8)
	5.CAR.10 Solve real-world problems involving the division of natural numbers leading to answers in the form of fractions or mixed numbers using visual models and equations.	Understand fractions as division: word problems (5-T.2)
		Fractions of a whole: word problems (5)

	5.CAR.11 Solve real-world problems involving the division of unit fractions by whole numbers and whole numbers by unit fractions, using visual fraction models and equations.	Divide unit fractions and whole numbers: word problems (5-U.4)
Algebraic Concepts: Students develop and apply an understanding of foundational algebraic concepts.	5.CAR.12 Evaluate numerical expressions with parentheses or brackets and exponents with the base of ten, using the Order of Operations.	Evaluate numerical expressions (5-H.3)
		Evaluate numerical expressions with parentheses and brackets (5-H.5)
		Identify mistakes involving the order of operations (5-H.6)
		Evaluate numerical expressions with parentheses in different places (5-H.7)
	5.CAR.13 Write simple expressions that record calculations with numbers, interpreting numerical expressions without evaluating them.	Write numerical expressions: one operation (5-H.1)
		Write numerical expressions: two operations (5-H.2)
		Comparison statements with numerical expressions (5-H.9)
		Write numerical expressions for word problems (5-I.1)
	5.CAR.14 Generate two numerical patterns given two rules, identifying the relationship between the corresponding terms by graphing the terms in the first quadrant of the coordinate grid.	Compare patterns (5-KK.2)
		Complete a table for a two-variable relationship (5-MM.6)

		Complete a table from a graph (5-MM.7)
		Graph a two-variable relationship (5-MM.9)
Shapes: Students expand knowledge of shapes by analyzing sides and angles.	5.GM.1 Classify two-dimensional figures in a hierarchy based on properties with the focus on quadrilaterals and triangles when teaching hierarchies.	Classify triangles (5-PP.3)
		Classify quadrilaterals (5-QQ.6)
		Pick all the names for a quadrilateral (5-QQ.)
		Sort polygons into Venn diagrams (5-RR.4)
Area & Volume: Students solve the area of rectangles and volume of rectangular prisms.	5.GM.2 Find the area of a rectangle with fractional and/or mixed number side lengths by using models and multiplying the fractional side lengths showing that both strategies produce the same area.	Understand fraction multiplication and area (5-P.6)
		Multiply fractions to find area (5-P.7)
		Area of rectangles with fractions (5-TT.2)
		Area of rectangles with fractions and mixed numbers (5-TT.3)
	5.GM.3 Measure volumes by counting unit cubes using cubic cm (cm3), cubic in (in3), cubic ft (ft3), and improvised units (u3).	Volume of rectangular prisms made of unit cubes (5-UU.3)
	5.GM.4 Solve real-world and mathematical problems involving the volume of rectangular prisms with whole number side lengths by applying the formulas ($V = l \cdot w \cdot h$ or $V = B \cdot h$) and the properties of operations.	Volume of cubes and rectangular prisms (5-UU.5)
		Volume of cubes and rectangular prisms: word problems (5-UU.6)

		Compare volumes and dimensions of rectangular prisms: word problems (5-UU.7)
	5.GM.5 Solve real-world problems by calculating volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts.	Volume of compound figures (5-UU.8)
Conversions: Students apply measurement knowledge to solve real-world problems.	5.GM.6 Convert among different-sized standard measurement units within the same system, including both the metric and customary systems, and solve multi-step, real-world problems using conversions.	Compare and convert customary units of length (5-II.1)
		Compare and convert customary units of weight (5-II.2)
		Compare and convert customary units of volume (5-II.3)
		Compare and convert customary units (5-II.4)
		Conversion tables - customary units (5-II.5)
		Compare customary units by multiplying (5-II.6)
		Convert customary units involving fractions (5-II.7)
		Convert mixed customary units (5-II.8)
		Add and subtract mixed customary units (5-II.9)

		Multi-step problems with customary unit conversions (5-II.10)
		Compare and convert metric units of length (5-JJ.1)
		Compare and convert metric units of mass (5-JJ.2)
		Compare and convert metric units of volume (5-JJ.3)
		Compare and convert metric units (5-JJ.4)
		Conversion tables - metric units (5-JJ.5)
		Convert metric mixed units (5-JJ.6)
		Add and subtract metric mixed units (5-JJ.7)
		Multi-step problems with metric unit conversions (5-JJ.8)
		Multi-step problems with customary or metric unit conversions (5-JJ.9)
		Convert metric units involving decimals (5)
Coordinate Plane System: Students develop an understanding of the coordinate system.	5.GM.7 Graph points with whole number coordinates on a coordinate plane in the first quadrant, explaining how the coordinates relate to the horizontal and vertical axes to describe the location of points in the plane.	Describe the coordinate plane (5-LL.1)
		Objects on a coordinate plane (5-LL.2)

	5.GM.8 Represent real-world and mathematical problems by graphing points in the first quadrant on a coordinate plane, interpreting coordinate values of points in the context of the situation.	Graph points on a coordinate plane (5-LL.3)
		Graph points from a table (5-LL.5)
		Coordinate planes as maps (5-LL.8)
		Follow directions on a coordinate plane (5-LL.9)
Charts, Graphs, & Tables: Students organize and analyze data.	5.DA.1 Collect and interpret data from observations, surveys, and experiments; represent data using frequency tables, scaled bar graphs, and scaled line graphs.	Create line graphs (5-NN.4)
		Interpret line graphs (5-NN.5)
		Create bar graphs (5-NN.6)
		Interpret bar graphs (5-NN.7)
		Interpret bar graphs: multi-step problems (5-NN.8)
		Create frequency charts (5-NN.9)
		Interpret frequency charts: one-step problems (5-NN.10)
		Interpret frequency charts: multi-step problems (5-NN.11)
	5.DA.2 Use a line plot to display a data set of measurements in fractions of a unit solving problems involving all four operations with	Create and interpret line plots with fractions (5-NN.3)

	fractions (excluding division of a fraction by fraction) using data presented in line plots.	

Grade 6 Mathematics:

This 6th grade Mathematics course aligns closely with Arkansas Academic Standards, providing a comprehensive foundation in key mathematical concepts. Students will develop proficiency in working with rational numbers, including positive and negative integers, fractions, and decimals. The course emphasizes ratio and rate concepts, solving problems involving unit rates and percentages. Algebraic thinking is cultivated through writing, reading, and evaluating expressions, as well as solving one-step equations and inequalities. Geometric concepts focus on area of polygons, volume of rectangular prisms, and graphing points in all four quadrants of the coordinate plane. Statistical literacy is enhanced by recognizing statistical questions, calculating measures of center and variation, and displaying numerical data in various forms. Throughout the year, students engage in problem-solving activities that promote critical thinking and mathematical reasoning. By integrating real-world applications, the course fosters a deep understanding of mathematical principles. Upon completion, students will be well-prepared for the increasing complexities of middle school mathematics.

Description	State Standard	Lesson name
Rational Numbers: Students use fractions, decimals, integers, and absolute values to represent real-world situations.	6.NCC.1 Explain positive and negative integers as being opposite values or directions and the meaning of 0 in a real-world context.	Understanding integers (6-O.1)
		Understanding opposite integers (6-O.4)
	6.NCC.2 Find and plot rational numbers on horizontal and vertical number lines in real-world and mathematical problems.	Decimal number lines (6)
		Integers on number lines (6-O.2)
		Graph integers on horizontal and vertical number lines (6-O.3)
		Rational numbers on number lines (6-Q.1)

		Compare decimals and fractions on number lines (6)
		Put a mix of decimals and fractions in order (6-G.9)
		Put a mix of decimals, fractions, and mixed numbers in order (6-G.10)
		Compare integers (6-O.7)
		Put integers in order (6-O.8)
		Integer inequalities with absolute values (6-O.9)
		Absolute value and integers: word problems (6-O.10)
		Compare and order rational numbers using number lines (6-Q.3)
		Compare rational numbers (6-Q.4)
		Put rational numbers in order (6-Q.5)
		Compare and order rational numbers: word problems (6-Q.6)
		Compare temperatures above and below zero (6-W.10)
	6.NCC.3 Compare rational numbers, using inequalities (<, >, ≤, ≥, ≠) and order on a number line.	Compare and order fractions (6)

		Compare fractions: word problems (6)
		Inequalities with decimals (6)
		Put decimal numbers in order (6)
	6.NCC.4 Interpret the absolute value of numbers for positive or negative quantities in a real-world context.	Understanding absolute value (6-O.5)
		Absolute value (6-O.6)
		Absolute value and integers: word problems (6-O.10)
		Absolute value of rational numbers (6-Q.8)
	6.NCC.5 Convert between fractions, decimals, and percents in real-world and mathematical problems.	Convert fractions to decimals (6-G.4)
		Convert decimals to fractions (6-G.5)
		Convert between decimals and fractions (6-G.7)
		Convert between decimals and mixed numbers (6-G.8)
		Convert fractions to percents using grid models (6-U.3)
		Convert between percents, fractions, and decimals (6-U.4)

		Convert between percents, fractions, and decimals: word problems (6-U.5)
Rational Number Operations: Students extend previous knowledge of operations to decimals and fractions, involving positive rational numbers.	6.NCC.6 Interpret and represent quotients of fractions.	Divide whole numbers and fractions using models (6-M.4)
		Divide fractions using models (6-M.6)
		Divide fractions and mixed numbers using models (6-M.9)
	6.NCC.7 Solve problems involving the division of fractions in real-world and mathematical problems.	Reciprocals (6-M.2)
		Divide fractions by whole numbers in recipes (6-M.5)
		Divide fractions (6-M.7)
		Divide fractions and mixed numbers (6-M.10)
		Divide fractions and mixed numbers using models: word problems (6-M.11)
		Divide fractions and mixed numbers: word problems (6-M.12)
	6.NCC.8 Divide multi-digit numbers fluently in real-world and mathematical problems.	Division patterns with zeros (6-C.2)
		Divide numbers ending in zeros: word problems (6-C.3)
		Divide whole numbers - 2-digit divisors (6-C.5)

		Divide whole numbers - 3-digit divisors (6-C.6)
	6.NCC.9 Use any standard algorithm to fluently add and subtract multi-digit decimals and fractions in real-world and mathematical problems.	Add and subtract decimal numbers (6-H.1)
		Add and subtract decimals: word problems (6-H.2)
		Complete the decimal addition or subtraction sentence (6-H.4)
		Maps with decimal distances (6-H.6)
		Add and subtract fractions with like denominators (6-K.1)
		Add and subtract fractions with like denominators: word problems (6-K.2)
		Add and subtract fractions with unlike denominators (6-K.3)
		Add and subtract fractions with unlike denominators: word problems (6-K.4)
		Add and subtract mixed numbers (6-K.6)
		Add and subtract mixed numbers: word problems (6-K.7)
	6.NCC.10 Use any standard algorithm to fluently multiply and divide multi-digit decimals and fractions in real-world and mathematical problems.	Multiply decimals (6-I.3)
		Divide decimals by whole numbers (6-I.5)

		Divide decimals by whole numbers: word problems (6-I.6)
		Multiply and divide decimals by powers of ten (6-I.7)
		Division with decimal divisors (6-I.9)
		Add, subtract, multiply, or divide two decimals (6-J.1)
		Add, subtract, multiply, or divide two decimals: word problems (6-J.2)
		Multiply two fractions using models (6-L.5)
		Multiply two fractions (6-L.6)
		Multiply fractions: word problems (6-L.7)
		Multiply mixed numbers (6-L.13)
		Multiply mixed numbers: word problems (6-L.14)
		Divide fractions by whole numbers in recipes (6-M.5)
		Divide fractions using models (6-M.6)
		Divide fractions (6-M.7)

		Divide fractions and mixed numbers (6-M.10)
		Divide fractions and mixed numbers: word problems (6-M.12)
		Add, subtract, multiply, or divide two fractions (6-N.1)
		Add, subtract, multiply, or divide two fractions: word problems (6-N.2)
		Multiply and divide fractions (6)
		Multiply and divide fractions: word problems (6)
		Multiply and divide decimals and fractions (6)
Common Factors and Multiples: Students use factors and multiples to solve problems.	6.NCC.11 Solve real-world and mathematical problems with the greatest common factor of two whole numbers less than or equal to 100.	Identify factors (6-F.2)
		Find all the factor pairs of a number (6-F.3)
		Greatest common factor (6-F.6)
	6.NCC.12 Solve real-world and mathematical problems with the least common multiple of two whole numbers less than or equal to 12.	Least common multiple (6-F.8)
		GCF and LCM: word problems (6-F.10)
	6.NCC.13 Use the distributive property and the greatest common factor to rewrite the sum of two whole numbers, 1 through 100.	Factor numerical expressions using the distributive property (6-Z.6)

Ratio & Rates: Students understand ratio concepts and use proportional reasoning to solve problems.	6.PR.1 Use precise ratio language and notation to describe a ratio as a relationship between two quantities.	Write a ratio (6-S.1)
		Write a ratio: word problems (6-S.3)
		Which model represents the ratio? (6-S.4)
	6.PR.2 Calculate unit rates to include unit pricing and constant speed.	Unit rates (6-S.9)
		Calculate speed, distance, or time: word problems (6-S.11)
		Compare rates: word problems (6-S.15)
		Ratios and rates: word problems (6-S.16)
		Unit prices (6-X.2)
	6.PR.3 Give examples of unit rates as a ratio that compares two quantities with different units of measure, limited to non-complex fractions.	
	6.PR.4 Create various representations to compare ratios and find missing values to solve real-world and mathematical problems.	Compare rates: word problems (6-S.15)
		Ratios and rates: word problems (6-S.16)
	6.PR.5 Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole when given a part and the percent.	What percentage is illustrated? (6-U.1)
		Understanding percents: strip models (6-U.2)

		Convert fractions to percents using grid models (6-U.3)
		Convert between percents, fractions, and decimals (6-U.4)
		Convert between percents, fractions, and decimals: word problems (6-U.5)
		Solve percent problems using grid models (6-V.2)
		Solve percent problems using strip models (6-V.3)
		Percents of numbers and money amounts (6-V.4)
		Percents of numbers: word problems (6-V.5)
		Percents of numbers: fractional and decimal percents (6-V.6)
		Find what percent one number is of another (6-V.7)
		Find what percent one number is of another: word problems (6-V.8)
		Find the total given a part and a percent (6-V.9)
		Solve percent problems (6-V.10)

		Solve percent word problems (6-V.11)
Expressions: Students extend their understanding of arithmetic to algebraic expressions.	6.ALG.1 Read and write expressions in real-world or mathematical problems in which letters stand for numbers.	Write variable expressions: one operation (6-Y.1)
		Write variable expressions: two operations (6-Y.2)
		Write variable expressions: word problems (6-Y.3)
	6.ALG.2 Use mathematical terms to identify parts of an expression, including the names of operations, terms, factors, coefficients, variables, and constants.	Identify terms and coefficients (6-Y.8)
		Sort factors of variable expressions (6-Y.9)
	6.ALG.3 Write and evaluate expressions for given values of variables, using order of operations, including expressions with whole number exponents.	Evaluate numerical expressions one step at a time (6-E.6)
		Evaluate numerical expressions involving whole numbers (6-E.7)
		Identify mistakes involving the order of operations (6-E.8)
		Evaluate numerical expressions involving decimals (6-J.3)
		Evaluate numerical expressions involving fractions (6-N.3)
		Convert between Celsius and Fahrenheit (6-W.11)

		Evaluate variable expressions with whole numbers (6-Y.4)
		Evaluate multi-variable expressions (6-Y.5)
		Evaluate variable expressions with decimals, fractions, and mixed numbers (6-Y.6)
		Evaluate variable expressions: word problems (6-Y.7)
	6.ALG.4 Generate equivalent expressions by applying the associative, commutative, distributive, and identity properties.	Multiply using the distributive property: area models (6-Z.4)
		Multiply using the distributive property (6-Z.5)
		Factor variable expressions: area models (6-Z.7)
		Factor variable expressions using the distributive property (6-Z.8)
		Write equivalent expressions using properties (6-Z.10)
	6.ALG.5 Identify when two expressions are equivalent by using properties of operations including like terms.	Identify equivalent expressions using strip models (6-Z.1)
		Identify equivalent expressions I (6-Z.12)
		Identify equivalent expressions II (6-Z.13)

Equations & Inequalities: Students focus on reasoning about and solving equations and inequalities.	6.ALG.6 Use substitution to determine if a given value in a specified set makes an equation or inequality true.	Does x satisfy an equation? (6-AA.1)
		Which x satisfies an equation? (6-AA.2)
		Solutions to inequalities (6-BB.1)
	6.ALG.7 Write and solve one-step equations in real-world and mathematical problems, involving positive rational numbers and zero.	Model and solve equations using algebra tiles (6-AA.5)
		Model and solve equations using diagrams (6-AA.6)
		Write and solve equations that represent diagrams (6-AA.7)
		Solve one-step addition and subtraction equations with whole numbers (6-AA.8)
		Solve one-step multiplication and division equations with whole numbers (6-AA.9)
		Solve one-step equations with whole numbers (6-AA.10)
		Solve one-step addition and subtraction equations with decimals and fractions (6-AA.11)
		Solve one-step multiplication and division equations with decimals and fractions (6-AA.12)
		Solve one-step addition and subtraction equations: word problems (6-AA.13)

		Solve one-step multiplication and division equations: word problems (6-AA.14)
		Write a one-step equation: word problems (6-AA.15)
		Solve one-step equations: word problems (6-AA.16)
	6.ALG.8 Write, solve, and graph one-step inequalities in real-world and mathematical problems.	Solve one-step inequalities (6-BB.5)
		Graph solutions to one-step inequalities (6-BB.6)
		One-step inequalities: word problems (6-BB.7)
Area, Volume, & Surface Area: Students solve problems involving area, volume, and surface area.	6.GM.1 Find the area of triangles, quadrilaterals, and polygons by composing or decomposing to solve real-world and mathematical problems.	Understanding area of a parallelogram (6-GG.3)
		Area of parallelograms (6-GG.4)
		Understanding area of a triangle (6-GG.5)
		Area of triangles (6-GG.6)
		Understanding area of a trapezoid (6-GG.7)
		Area of trapezoids (6-GG.8)
		Area of rhombuses (6-GG.9)

		Area of quadrilaterals (6-GG.10)
		Area of compound figures (6-GG.11)
		Area of compound figures with triangles (6-GG.12)
	6.GM.2 Apply the formulas V = lwh and V = Bh to find the volume of right rectangular prisms with fractional edge lengths to solve real-world and mathematical problems, including solving for an unknown dimension.	Volume of cubes and rectangular prisms (6-HH.1)
		Volume of cubes and rectangular prisms with fractional side lengths (6-HH.2)
		Volume of cubes and rectangular prisms: word problems (6-HH.3)
	6.GM.3 Construct nets of a rectangular prism, rectangular pyramid, triangular prism, and triangular pyramid, using the nets to find the surface area of these prisms.	Nets of three-dimensional figures (6-FF.3)
		Surface area of cubes and rectangular prisms (6-HH.4)
		Surface area of triangular prisms (6-HH.6)
		Surface area of pyramids (6-HH.7)
Coordinate Plane System: Students graph points in all four quadrants.	6.GM.4 Find and graph pairs of rational numbers in all four quadrants of the coordinate plane in real-world and mathematical problems.	Describe the coordinate plane (6-R.1)
		Objects on a coordinate plane (6-R.2)
		Graph points on a coordinate plane (6-R.3)

		Quadrants (6-R.4)
	6.GM.5 Draw polygons in the coordinate plane when given coordinates for the vertices.	Graph triangles and quadrilaterals (6-EE.6)
	6.GM.6 Use coordinates to calculate vertical and horizontal distances between points with the same x-coordinate or the same y-coordinate to solve real-world and mathematical problems.	Coordinate planes as maps (6-R.6)
		Distance between two points (6-R.7)
		Follow directions on a coordinate plane (6-R.8)
		Area and perimeter of squares and rectangles on the coordinate plane (6-R.9)
Conversions: Students apply measurement knowledge to solve real-world problems.	6.GM.7 Convert measurements within and between the metric and customary measurement systems to solve real-world and mathematical problems.	Convert and compare customary units (6-W.3)
		Convert, compare, add, and subtract mixed customary units (6-W.4)
		Customary unit conversions involving fractions and mixed numbers (6-W.6)
		Convert and compare metric units (6-W.7)
		Convert between customary and metric systems (6-W.9)
Statistical & Nonstatistical: Students recognize that data collected to answer a statistical question can be analyzed by their distributions.	6.SP.1 Identify the difference between statistical and non-statistical questions and write simple statistical questions that allow variable responses.	Identify statistical questions (6-JJ.1)

Measures of Center: Students explore mean, median, and mode.	6.SP.2 Calculate and interpret any measure of center (mean, median, and mode) of a numerical data set.	Calculate mean, median, and mode (6)
		Mean, median, and mode: find the missing number (6)
	6.SP.3 Determine which measure of center (mean or median) is more appropriate to describe the center of data and justify the choice.	Mean, median, and mode: find the missing number (6)
	6.SP.4 Describe how the mean or median is affected by outliers of a numerical data set.	Identify an outlier (6-JJ.8)
		Identify an outlier and describe the effect of removing it (6-JJ.9)
Measures of Variation: Students explore range and interquartile range.	6.SP.5 Calculate and interpret the measure of variation [range and interquartile range (IQR)] of a numerical data set.	Calculate range and interquartile range (6)
	6.SP.6 Determine which measure of variation (range or interquartile range) is more appropriate to describe the shape; justify the choice.	Calculate range and interquartile range (6)
Numerical Data: Students summarize and describe distributions.	6.SP.7 Represent numerical data on a number line, histogram, and box plot.	Create line plots (6-II.1)
		Create histograms (6-II.12)
		Box plots (6-II.21)
	6.SP.8 Calculate the relative frequency of an interval of data values when given a histogram.	Create relative frequency tables (6-II.6)
		Interpret histograms (6-II.13)

	6.SP.9 Interpret a box plot to answer statistical questions about a data set.	Box plots (6-II.21)

Grade 7 Mathematics:

The 7th grade Mathematics course, aligned with Arkansas Academic Standards, builds upon previous knowledge and introduces more advanced concepts. Students will deepen their understanding of rational numbers, applying operations to solve multi-step problems in various contexts. The course emphasizes proportional relationships, analyzing and solving complex ratio and percent problems, including percent increase and decrease. Algebraic concepts are expanded, with students generating equivalent expressions and solving two-step equations and inequalities. Geometric exploration includes circumference and area of circles, as well as volume and surface area of various 3D shapes. The curriculum introduces probability concepts for simple events and expands statistical analysis to include random sampling and comparative inferences. Through a combination of direct instruction, collaborative projects, and technology-enhanced learning, students develop strong problem-solving and analytical skills. By year's end, students will have a solid grasp of rational number operations, algebraic reasoning, geometric principles, and statistical concepts, preparing them for more advanced mathematical study.

Description	State Standard	Lesson name
Rational Numbers: Students model and compute with rational numbers.	7.NCC.1 Represent addition and subtraction of rational numbers in real-world contexts using a variety of forms.	Add integers using counters (7-B.1)
		Add integers using number lines (7-B.2)
		Subtract integers using counters (7-B.6)
		Subtract integers using number lines (7-B.7)
		Add and subtract integers using counters (7-B.11)

	7.NCC.2 Model and describe additive inverse in real-world situations to show opposite quantities combine to make 0.	Absolute value and opposite integers (7-A.5)
		Quantities that combine to zero: word problems (7-A.6)
	7.NCC.3 Demonstrate in real-world contexts the distance between two rational numbers on the number line as the absolute value of their differences.	Understanding absolute value (7-A.4)
	7.NCC.4 Convert a rational number in fraction form to decimal form and recognize that the decimal form of a rational number terminates in 0s or eventually repeats.	Convert fractions or mixed numbers to decimals (7-H.1)
		Classify rational numbers (7-H.6)
	7.NCC.5 Interpret the products and quotients of rational numbers by describing real-world contexts.	Understand multiplying by a negative integer using a number line (7-B.15)
		Identify quotients of rational numbers: word problems (7-I.6)
Rational Number Operations: Students apply all properties and operations to all rational numbers.	7.NCC.6 Apply properties of operations as strategies to fluently add, subtract, multiply, and divide rational numbers.	Add integers (7-B.4)
		Subtract integers (7-B.9)
		Add and subtract integers (7-B.12)
		Multiply integers (7-B.17)
		Divide integers (7-B.20)
		Multiply and divide integers (7-B.22)

		Add and subtract decimals (7-D.1)
		Multiply decimals (7-D.3)
		Divide decimals (7-D.5)
		Add, subtract, multiply, or divide two decimals (7-D.8)
		Add and subtract fractions (7-G.1)
		Add and subtract mixed numbers (7-G.3)
		Multiply fractions (7-G.8)
		Multiply mixed numbers (7-G.9)
		Divide fractions (7-G.12)
		Divide mixed numbers (7-G.13)
		Add and subtract positive and negative decimals (7-I.1)
		Add and subtract positive and negative fractions (7-I.2)
		Add and subtract rational numbers (7-I.3)

		Multiply and divide positive and negative decimals (7-I.7)
		Multiply and divide positive and negative fractions (7-I.8)
		Multiply and divide rational numbers (7-I.9)
		Multiply fractions and whole numbers (7)
	7.NCC.7 Use addition and subtraction with rational numbers in any form to solve multi-step problems in real-world and mathematical contexts.	Complete addition and subtraction equations with integers (7-B.13)
		Add and subtract integers: word problems (7-B.14)
		Add and subtract decimals: word problems (7-D.2)
		Add and subtract fractions: word problems (7-G.2)
		Add and subtract mixed numbers: word problems (7-G.4)
		Price lists (7-P.2)
		Add and subtract fractions and mixed numbers: word problems (7)
	7.NCC.8 Use multiplication and division with rational numbers in any form to solve	Complete multiplication and division equations with integers (7-B.23)

	multi-step problems in real-world and mathematical contexts.	Multiply decimals and whole numbers: word problems (7-D.4)
		Divide decimals by whole numbers: word problems (7-D.6)
		Multiply fractions and mixed numbers: word problems (7-G.10)
		Divide fractions and mixed numbers: word problems (7-G.14)
	7.NCC.9 Apply operations with rational numbers involving the order of operations, involving nested grouping symbols.	Evaluate numerical expressions involving integers (7-B.25)
		Evaluate numerical expressions involving decimals (7-D.12)
		Evaluate numerical expressions involving fractions (7-G.18)
		Evaluate numerical expressions involving exponents (7-J.7)
Ratio & Rates: Students analyze and use unit rates to solve problems.	7.PR.1 Determine the unit rate (constant of proportionality) from tables, graphs, equations, diagrams, or verbal descriptions of proportional relationships.	Find the constant of proportionality from a table (7-N.1)
		Find the constant of proportionality from a graph (7-N.4)
	7.PR.2 Calculate unit rates in real-world contexts that include complex fractions.	Calculate unit rates with fractions (7-L.6)
		Unit prices (7-P.3)

	7.PR.3 Solve multi-step ratio and percent problems in a real-world context, including percent error and percent increase and decrease.	Solve percent equations: word problems (7-O.9)
		Percent of change (7-O.10)
		Percent of change: word problems (7-O.11)
		Percent of change: find the original amount word problems (7-O.12)
		Percent error: word problems (7-O.13)
		Unit prices with unit conversions (7-P.4)
		Unit prices: find the total price (7-P.5)
		Percent of a number: tax, discount, and more (7-P.6)
		Which is the better coupon? (7-P.7)
		Find the percent: tax, discount, and more (7-P.8)
		Sale prices: find the original price (7-P.9)
		Multi-step problems with percents (7-P.10)
		Simple interest (7-P.12)

Constant of Proportionality: Students analyze proportional relationships and solve multi-step ratio and percent problems.	7.PR.4 Determine whether two quantities represent proportional relationships by using equivalent ratios in a table and by graphing on a coordinate plane.	Identify equivalent ratios (7-L.2)
		Equivalent ratios: word problems (7-L.4)
		Do the ratios form a proportion? (7-L.9)
		Do the ratios form a proportion: word problems (7-L.10)
		Identify proportional relationships by graphing (7-N.3)
		Identify proportional relationships from graphs and equations (7-N.6)
		Identify proportional relationships from tables (7-N.7)
	7.PR.5 Compare two different proportional relationships represented in different forms.	Compare proportional relationships
	7.PR.6 Create equations in the form of y = mx from tables, verbal descriptions, or graphs.	Solve proportions: word problems (7-L.12)
		Estimate population size using proportions (7-L.13)
		Write equations for proportional relationships from tables (7-N.2)
		Write equations for proportional relationships from graphs (7-N.5)

		Write and solve equations for proportional relationships (7-N.11)
		Percents of numbers and money amounts (7-O.6)
		Percents of numbers: word problems (7-O.7)
		Solve percent equations (7-O.8)
	7.PR.7 Given a graph with a proportional relationship, explain the meaning of a point (x,y) on the graph, including the origin (0,0) and the unit rate (1,r).	Interpret graphs of proportional relationships (7-N.10)
Expressions: Students apply properties of operations to create equivalent expressions.	7.ALG.1 Generate and justify equivalent expressions, using properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients within mathematical and real-world problems.	Simplify expressions by combining like terms (7-S.3)
		Multiply using the distributive property: area models (7-S.4)
		Multiply using the distributive property (7-S.5)
		Write equivalent expressions using properties (7-S.6)
		Add and subtract linear expressions (7-S.7)
		Factor linear expressions: area models (7-S.9)
		Factors of linear expressions (7-S.10)

		Identify equivalent linear expressions using algebra tiles (7-S.11)
		Identify equivalent linear expressions I (7-S.12)
		Identify equivalent linear expressions II (7-S.13)
		Identify equivalent linear expressions: word problems (7-S.14)
Equations & Inequalities: Students apply previous knowledge of equations and inequalities to two-step problems.	7.ALG.2 Model and solve fluently two-step equations in real-world or mathematical problems.	Model and solve equations using algebra tiles (7-T.4)
		Solve two-step equations without parentheses (7-T.7)
		Solve two-step equations with parentheses (7-T.8)
		Solve two-step equations (7-T.9)
		Solve two-step equations with fractions (7-T.10)
		Choose two-step equations: word problems (7-T.11)
		Solve two-step equations: word problems (7-T.12)
		Solve equations involving like terms (7-T.13)
		Solve equations: complete the solution (7-T.14)

	7.ALG.3 Create, solve, and graph two-step inequalities in real-world and mathematical problems in the forms $px \pm q > r$, $px \pm q < r$, $px \pm q \geq r$, and $px \pm \leq r$.	Solve one-step inequalities (7-U.4)
		Graph solutions to one-step inequalities (7-U.5)
		One-step inequalities: word problems (7-U.6)
		Solve two-step inequalities (7-U.7)
		Graph solutions to two-step inequalities (7-U.8)
Relationships between Quantities: Students use understanding of algebraic expressions and equations to represent relationships between two quantities.	7.ALG.4 Write an equation to express two quantities in terms of the dependent and independent variables.	Identify independent and dependent variables (7-X.1)
		Write a two-variable equation (7-X.5)
	7.ALG.5 Describe the relationship between the dependent and independent variables in an equation using tables and graphs, relating these to the equation.	Complete a table for a two-variable relationship (7-X.4)
		Identify the graph of an equation (7-X.6)
		Graph a two-variable equation (7-X.7)
		Interpret a graph: word problems (7-X.8)
		Write an equation from a graph using a table (7-X.9)
Area, Volume, & Surface Area: Students solve problems involving area, volume, and surface area.	7.GM.1 Describe the proportional relationship between the circumference and diameter of a circle.	Relationship between circumference and diameter

	7.GM.2 Use area and circumference formulas of a circle to solve real-world and mathematical problems.	Parts of a circle (7-Z.13)
		Circumference of circles (7-BB.5)
		Area of circles (7-BB.6)
		Circles: word problems (7-BB.7)
	7.GM.3 Apply the formulas for the volume and surface area of right rectangular prisms, rectangular pyramids, triangular prisms, and triangular pyramids to solve real-world and mathematical problems.	Surface area of cubes and prisms (7-CC.1)
		Surface area of pyramids (7-CC.2)
		Volume of cubes and prisms (7-CC.5)
		Volume of cubes and rectangular prisms: word problems (7-CC.6)
		Volume of pyramids (7-CC.8)
Cross Sections: Students describe cross sections of three-dimensional figures.	7.GM.4 Describe the two-dimensional figure that results from slicing a three-dimensional figure parallel and perpendicular to the base.	Cross sections of three-dimensional figures (7-AA.4)
Triangles & Angles: Students solve problems using various angle properties of lines.	7.GM.5 Solve multi-step problems involving supplementary, complementary, vertical, and adjacent angles to include solving for an unknown angle in a figure.	Identify complementary, supplementary, vertical, and adjacent angles (7-Y.4)
		Find measures of complementary, supplementary, vertical, and adjacent angles (7-Y.5)
		Write and solve equations using angle relationships (7-Y.6)

Scale: Students understand and use scale factor.	7.GM.6 Calculate the scale factor, compute the actual lengths from the scale in a drawing, and reproduce a scale drawing using another scale.	Scale drawings of polygons (7-DD.1)
		Scale drawings: word problems (7-DD.2)
		Scale drawings: scale factor word problems (7-DD.3)
		Perimeter and area: changes in scale (7-DD.4)
Numerical Data: Students interpret and organize data.	7.SP.1 Interpret data displayed in a histogram and box plot to answer questions about the data.	Interpret histograms (7-GG.9)
		Box plots (7-GG.13)
	7.SP.2 Recognize, create, and interpret categorical data in a circle graph.	Interpret circle graphs (7-GG.11)
		Circle graphs and central angles (7-GG.12)
	7.SP.3 Graph two numerical data sets and compare their variability.	Create line plots (7-GG.1)
		Create stem-and-leaf plots (7-GG.4)
		Create bar graphs (7-GG.6)
		Create histograms (7-GG.8)
		Interpret charts and graphs to find mean, median, mode, and range (7-HH.2)
		Calculate mean absolute deviation (7-HH.5)

		Calculate range, quartiles, and interquartile range (7)
		Identify an outlier (7-HH.7)
	7.SP.4 Select an appropriate measure(s) of center or variability and draw valid comparative inferences for two data sets.	Compare populations using measures of center and spread (7-HH.10)
Sampling & Population: Students understand sampling and use samples to make inferences.	7.SP.5 Distinguish between a random and non-random sample.	Populations and samples (7-HH.)
		Identify representative, random, and biased samples (7-HH.8)
	7.SP.6 Use a random sampling of a population to draw valid inferences and generalizations of populations.	Estimate population size using proportions (7-L.13)
		Make inferences from multiple samples (7-HH.9)
Probability: Students understand theoretical and experimental probability for simple experiments.	7.SP.7 Determine the sample space of a simple experiment and use the sample space to determine the theoretical probability of a given set of outcomes.	Probability of simple events (7-II.1)
		Probability of simple events and opposite events (7-II.2)
		Probability of mutually exclusive events and overlapping events (7-II.3)
	7.SP.8 Recognize that probabilities in a simple experiment can be qualitative descriptors of likelihood: impossible (0), unlikely, neither likely nor unlikely, likely, or certain (1).	Certain, probable, unlikely, impossible (7)

	7.SP.9 Determine experimental probabilities in simple experiments and represent them as fractions, decimals, and percents.	Experimental probability (7-II.4)
		Make predictions using experimental probability (7-II.5)
	7.SP.10 Use theoretical probability of an event in a simple experiment to predict the number of times that an event will occur for a large number of experiments.	Make predictions using theoretical probability (7-II.7)

Grade 8 Mathematics:

This 8th grade Mathematics course, aligned with Arkansas Academic Standards, focuses on preparing students for high school mathematics. The curriculum deepens understanding of real numbers, including irrational numbers and scientific notation. Students explore functions, analyzing linear relationships and distinguishing between linear and nonlinear functions. Algebraic skills are enhanced through solving systems of linear equations and working with integer exponents. Geometric concepts include applying the Pythagorean Theorem, understanding transformations on a coordinate plane, and calculating volume and surface area of cylinders, cones, and spheres. The course introduces bivariate data analysis and expands on probability concepts for compound events. Throughout the year, students engage in rigorous problem-solving activities that promote critical thinking and mathematical modeling. The instructional approach balances conceptual understanding with procedural fluency, utilizing technology to visualize complex mathematical relationships. By the end of the course, students will have a strong foundation in algebra, geometry, and data analysis, fully prepared for the challenges of high school mathematics.

Description	State Standard	Lesson name
Rational & Irrational Numbers: Students understand relationships among numbers and the real number system.	8.NCC.1 Describe relationships in the real number system (rational and irrational).	Convert between repeating decimals and fractions (8-B.1)
		Convert between decimals and fractions or mixed numbers (8-B.2)

		Identify rational and irrational numbers (8-F.2)
	8.NCC.2 Compare the size of irrational numbers and locate them on a number line by finding the rational approximations.	Estimate positive square roots (8-E.2)
		Estimate positive and negative square roots (8-E.4)
		Estimate cube roots (8-E.10)
		Irrational numbers on number lines (8-F.4)
	8.NCC.3 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	Powers with negative bases (8-C.4)
		Understanding negative exponents (8-C.6)
		Evaluate powers with negative exponents (8-C.7)
		Multiply powers: integer bases (8-C.9)
		Divide powers: integer bases (8-C.10)
		Multiply and divide powers: integer bases (8-C.11)
		Power of a power: integer bases (8-C.12)
		Evaluate expressions using properties of exponents (8-C.13)
		Identify equivalent expressions involving exponents I (8-C.14)

		Identify equivalent expressions involving exponents II (8-C.15)
	8.NCC.4 Write very large and very small numbers in scientific notation using positive and negative exponents.	Convert between standard and scientific notation (8-D.1)
	8.NCC.5 Compare numbers written in scientific notation to determine how many times larger or smaller one number is than the other, using real-world and mathematical problems.	Compare numbers written in scientific notation (8-D.3)
	8.NCC.6 Solve real-world and mathematical problems by performing operations with numbers written in standard and scientific notation.	Scientific notation on calculators (8-D.2)
		Add and subtract numbers written in scientific notation (8-D.4)
		Multiply numbers written in scientific notation (8-D.5)
		Divide numbers written in scientific notation (8-D.6)
	Checkpoint opportunity	Checkpoint: Properties of exponents (8-C.20)
		Checkpoint: Scientific notation (8-D.7)
		Checkpoint: Rational and irrational numbers (8-F.5)
		Checkpoint: Approximate irrational numbers (8-F.6)

Rational Number Operations: Students work with square and cube roots.	8.NCC.7 Solve equations in the form of x2 = p or x3 = p where p is a positive rational number.	Solve equations using square roots (8-E.6)
		Solve equations using cube roots (8-E.9)
	8.NCC.8 Evaluate square roots of perfect squares and cube roots of perfect cubes.	Square roots of perfect squares (8-E.1)
		Relationship between squares and square roots (8-E.5)
		Cube roots of positive perfect cubes (8-E.7)
	Checkpoint opportunity	Checkpoint: Square roots (8)
Proportional & Linear Relationships: Students understand slope using previous learning of proportional relationships.	8.FN.1 Graph proportional relationships, interpreting the unit rate as the slope of the graph.	Find the constant of proportionality from a graph (8-X.4)
		Graph proportional relationships and find the slope (8-X.9)
		Graph proportional relationships from equations (8)
	8.FN.2 Explain, using similar right triangles, how the slope of a line is the same between two points on a non-vertical line or non-horizontal line.	Find the slope from a graph (8-Z.1)
		Find the slope from two points (8-Z.2)
		Graph a line using slope (8-Z.5)
		Slope-intercept form: find the slope and y-intercept (8-AA.3)

		Graph a line from an equation in slope-intercept form (8-AA.4)
Functions: Students understand that a function is a rule that assigns each input exactly one output.	8.FN.3 Determine whether a relation is a function or not when given a function map, table, graph, equation, or set of ordered pairs.	Identify functions (8)
		Identify functions: graphs (8-BB.2)
		Identify functions: tables (8)
		Identify functions: graphs and mapping diagrams (8)
	8.FN.4 Compare the rate of change (slope) and y-intercept (initial value) of two linear functions each represented in different forms.	Compare linear functions: graphs and equations (8-CC.8)
		Compare linear functions: tables, graphs, and equations (8-CC.9)
	8.FN.5 Distinguish between linear and nonlinear functions by comparing graphs and equations.	Identify linear and nonlinear functions: graphs and equations (8-DD.1)
	8.FN.6 Determine the rate of change (slope) and y-intercept (initial value) from tables, graphs, equations, and verbal descriptions of linear relationships.	Find the slope from a graph (8-Z.1)
		Find the slope from two points (8-Z.2)
		Find the slope from a table (8-Z.3)
		Slope-intercept form: find the slope and y-intercept (8-AA.3)

		Rate of change of a linear function: graphs (8-CC.5)
	8.FN.7 Interpret and explain the meaning of the rate of change (slope) and y-intercept (initial value) of a linear relationship in a real-world context.	Interpret graphs of proportional relationships (8-X.10)
		Interpret the slope and y-intercept of a linear function (8-CC.6)
	8.FN.8 Analyze a graph by describing the functional relationships between two quantities.	Write equations for proportional relationships from tables (8-X.2)
		Write equations for proportional relationships from graphs (8-X.5)
		Write a linear equation from a slope and y-intercept (8-AA.6)
		Write a linear equation from a graph (8-AA.7)
		Write a linear equation from a slope and a point (8-AA.8)
		Write a linear equation from two points (8-AA.9)
		Interpret the slope and y-intercept of a linear function (8-CC.6)
		Write a linear function from a table (8-CC.7)
		Write linear functions: word problems (8-CC.10)

	8.FN.9 Sketch a graph that exhibits qualitative features of a function described verbally.	Identify graphs: word problems (8-EE.3)
	Checkpoint opportunity	Checkpoint: Compare linear functions (8-CC.13)
		Checkpoint: Sketch and describe graphs (8-EE.4)
		Checkpoint: Understand functions (8)
		Checkpoint: Interpret slopes and y-intercepts (8)
Equations & Inequalities: Students solve linear equations and inequalities.	8.ALG.1 Analyze and solve one-variable linear equations with rational coefficients containing solutions with one, zero, or infinitely many solutions.	Which x satisfies an equation? (8-M.1)
		Solve equations involving like terms (8-M.11)
		Solve equations with variables on both sides (8-M.12)
		Solve equations with variables on both sides: fractional coefficients (8-M.13)
		Solve equations with variables on both sides: word problems (8-M.14)
		Solve equations with the distributive property (8-M.15)
		Solve multi-step equations (8-M.16)
		Solve multi-step equations with fractional coefficients (8-M.17)

		Solve equations: mixed review (8-M.18)
		Solve multi-step equations: complete the solution (8-M.19)
		Find the number of solutions (8-M.20)
		Create equations with no solutions or infinitely many solutions (8-M.21)
		Solve multi-step inequalities (8-N.8)
		Graph solutions to multi-step inequalities (8-N.9)
		Solve inequalities with integers: variables on both sides (8-N.10)
		Solve inequalities with decimals: variables on both sides (8-N.11)
	8.ALG.2 Analyze and solve one-variable linear inequalities with rational coefficients.	Solve two-step inequalities: rational coefficients (8)
	Checkpoint opportunity	Checkpoint: Solve linear equations (8-M.22)
Systems of Equations: Students will solve systems of equations.	8.ALG.3 Analyze and solve systems of linear equations in the form y = mx + b in real-world or mathematical contexts, graphically and algebraically.	Is (x, y) a solution to the system of equations? (8-GG.1)
		Solve a system of equations by graphing: word problems (8-GG.3)

		Solve a system of equations using substitution: word problems (8-GG.9)
		Find the number of solutions to a system of equations by graphing (8)
		Solve a system of equations by graphing (8)
		Solve a system of equations in slope-intercept form (8)
	Checkpoint opportunity	Checkpoint: Systems of equations (8)
Area, Volume, & Surface Area: Students solve problems involving area, volume, and surface area.	8.GM.1 Apply the formulas for the volume and surface area of cylinders, cones, and spheres to solve real-world and mathematical problems.	Volume of cylinders (8-W.3)
		Volume of cones (8-W.4)
		Volume of spheres (8-W.7)
	Checkpoint opportunity	Checkpoint: Volume (8-W.10)
Cross Sections: Students describe cross sections of three-dimensional figures.	8.GM.2 Describe the two-dimensional figure that results from slicing a three-dimensional figure parallel and perpendicular to the base.	Cross sections of three-dimensional figures (8)
Pythagorean Theorem: Students explore right triangles and apply the Pythagorean Theorem.	8.GM.3 Model or explain an informal proof of the Pythagorean Theorem and its converse.	Converse of the Pythagorean theorem: is it a right triangle? (8-T.6)
	8.GM.4 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles.	Pythagorean theorem: find the length of the hypotenuse (8-T.1)

		Pythagorean theorem: find the missing leg length (8-T.2)
		Pythagorean theorem: find the missing leg or hypotenuse length (8-T.3)
		Pythagorean theorem: find the perimeter (8-T.4)
		Pythagorean theorem: word problems (8-T.5)
	8.GM.5 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Find the distance between two points (8-O.4)
	Checkpoint opportunity	Checkpoint: Pythagorean theorem and its converse (8-T.7)
		Checkpoint: Applications of the Pythagorean theorem (8-T.8)
Transformations & Congruence on a Coordinate Plane: Students use concrete models, diagrams, or geometry to understand congruence and similarity.	8.GM.6 Given a figure, draw a congruent figure on a coordinate plane resulting from a rotation, reflection, or translation.	Translations: graph the image (8-R.3)
		Reflections over the x- and y-axes: graph the image (8-R.6)
		Reflections: graph the image (8-R.8)
		Rotations: graph the image (8-R.10)
	8.GM.7 Identify a single transformation used to transform one figure onto another on a coordinate plane.	Identify reflections, rotations, and translations (8-R.1)

	8.GM.8 Given two congruent figures, describe a sequence of transformations that maps one figure to another.	Describe a sequence of transformations (8-R.2)
		Describe transformations (8-R.13)
	8.GM.9 Perform a given sequence of transformations of a figure on the coordinate plane, including rotations, reflections, translations, and dilations.	Sequences of congruence transformations: graph the image (8-R.14)
	8.GM.10 Describe the effects of rotations, reflections, translations, and dilations on two-dimensional figures using coordinates.	Translations: find the coordinates (8-R.4)
		Translations: write the rule (8-R.5)
		Reflections over the x- and y-axes: find the coordinates (8-R.7)
		Reflections: find the coordinates (8-R.9)
		Rotations: find the coordinates (8-R.11)
		Reflections and rotations: write the rule (8-R.12)
		Describe transformations (8-R.13)
		Sequences of congruence transformations: graph the image (8-R.14)
		Dilations: graph the image (8-S.2)
		Dilations: find the coordinates (8-S.3)

	8.GM.11 Given two similar two-dimensional figures, describe a sequence of transformations that exhibits similarity, including rotations, reflections, translations, and dilations.	Similar and congruent figures (8-S.1)
		Side lengths and angle measures of similar figures (8-S.8)
	Checkpoint opportunity	Checkpoint: Congruence transformations (8-R.20)
		Checkpoint: Similarity transformations (8-S.11)
		Checkpoint: Transformations on the coordinate plane (8-S.12)
Bivariate Data: Students investigate patterns of association to bivariate data.	8.SP.1 Construct scatter plots using bivariate data; determine if the data displays a linear or nonlinear pattern and positive, negative, or no association.	Create scatter plots (8-II.4)
		Identify trends with scatter plots (8-II.5)
	8.SP.2 Construct straight lines to approximately fit data displaying a linear association when presented in scatter plots.	Identify lines of best fit (8-II.8)
		Write equations for lines of best fit (8-II.9)
	8.SP.3 Construct and interpret a relative frequency table, using data from two categorical variables collected from the same subject.	Find probabilities using two-way frequency tables (8-JJ.4)
	Checkpoint opportunity	Checkpoint: Lines of best fit (8-II.13)
		Checkpoint: Two-way frequency tables (8-JJ.11)
Probability: Students understand theoretical and experimental probability	8.SP.4 Determine the sample space and use the sample space to determine the theoretical probability of a given set of outcomes for compound experiments,	Compound events: find the number of outcomes (8-JJ.6)

for compound experiments using organized lists, tables, or tree diagrams.	using organized lists, tables, or tree diagrams.	Compound events: find the number of sums (8-JJ.7)
		Counting principle (8-JJ.10)
	8.SP.5 Determine theoretical and experimental probabilities of compound experiments.	Probability of compound events (8)
		Find probabilities using two-way frequency tables (8-JJ.4)
		Probability of independent and dependent events (8-JJ.9)
	8.SP.6 Use theoretical probability of an event in a compound experiment to predict the number of times that event will occur for a large number of experiments.	Predictions using probability

English Language Arts

Grade 4 English Language Arts

Our 4th Grade English Language Arts course aligns with Arkansas Academic Standards to develop critical reading, writing, and language skills essential for academic success. Students will engage with diverse texts, enhancing their ability to comprehend, analyze, and respond to both literary and informational content.The curriculum emphasizes reading comprehension strategies, including answering explicit and inferential questions and summarizing multi-paragraph texts. Students will expand their vocabulary through context clues, word relationships, and the study of Greek and Latin roots. Writing instruction focuses on three key areas: opinion pieces, informative/explanatory texts, and narratives. Students will learn to support their ideas with evidence, organize their thoughts logically, and develop a strong authorial voice. Grammar and language conventions are integrated throughout the course, with particular attention to verb tense usage, subject-verb agreement, and complex sentence structures. The mastery-based approach guarantees that each student thoroughly grasps concepts before progressing, ensuring no gaps in learning. By the end of the year, students will demonstrate improved reading fluency, critical thinking skills, and the ability to express

themselves effectively in various writing formats. This course lays a solid foundation for future academic challenges and nurtures a lifelong love of reading and writing.

Description	State Standard	Lesson name
Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	4.FR.1.PD Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives.	Identify base words, prefixes, and suffixes (4-Y.1) Determine the meaning of a word with pre-, re-, or mis- (4-Y.2) Determine the meaning of a word with -ful or -less (4-Y.4) Determine the meaning of a word with -ly or -ness (4-Y.5) Determine the meaning of a word with -able or -ment (4-Y.6) Determine the meaning of a word with a suffix: review (4-Y.7) Determine the meanings of words with prefixes and suffixes: review (4-Y.8) Sort words with shared prefixes and suffixes by meaning (4-Y.9) Sort words with shared suffixes by part of speech (4-Y.10)

		Word pattern analogies (4-Y.11)
		Word pattern sentences (4-Y.12)
		Sort words by shared Greek or Latin roots (4-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (4-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (4-Z.3)
		Determine the meanings of Greek and Latin roots (4-Z.4)
		Determine the meanings of words with Greek and Latin roots (4-Z.5)
		Match words with Greek and Latin roots to their meanings (4-Z.6)
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	4.FR.2.PE Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).	Complete the word with the correct diphthong: oi, oy, ou, ow (4)
		Complete the word with the correct r-controlled vowel: ar, er, ir, or, ur (4)

		Complete the word with the correct r-controlled vowel: er, ir, ur (4)
		Complete the word with the correct vowel team (4)
	4.FR.3.PE Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).	Complete the words with silent letters (4)
	4.FR.4.PE Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes and with the use of connectives as needed.	Use the prefixes pre-, re-, and mis- (4-Y.3)
		Word pattern analogies (4-Y.11)
		Word pattern sentences (4-Y.12)
Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	4.FR.5.H Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness.	Fluent Cursive Writing (4)
Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	4.FR.6.F Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.	Surprise Moves (4)
		The Little Mouse (4)
		Let's Visit the Deciduous Forest (4)
		Can You Tell a Velociraptor from a Deinonychus? (4)
		Beavers Build a Home (4)
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.	4.RC.1.RF Ask questions about key details in a text.	Use key details to determine the main idea (4-A.1)
	4.RC.2.RF Answer explicit and inferential questions, using details from a text.	Distinguish points of view (4-D.1)

		Compare information from two texts (4-D.2)
		Determine the order of events in informational texts (4-E.1)
		Compare and contrast in informational texts (4-E.2)
		Match causes and effects in informational texts (4-E.3)
		Match problems with their solutions (4-E.4)
		Identify text structures (4-E.5)
		Interpret the meaning of an allusion from its source (4-G.4)
		Analyze the effects of figures of speech on meaning and tone (4-G.5)
		Use actions and dialogue to understand characters (4-H.1)
		Compare and contrast characters (4-H.2)
		Draw inferences from a text (4-H.3)
		Make predictions about a story (4-H.4)

		Which book title goes with the picture? (4-H.5)
		Identify the narrative point of view (4-I.1)
		Identify story elements (4-I.2)
		Compare mythological illustrations (4-J.1)
		Identify elements of poetry (4-L.2)
		Read fantasy with illustrations (4-M.1)
		Read realistic fiction with illustrations (4-M.2)
		Read science fiction with illustrations (4-M.3)
		Read realistic fiction (4-N.1)
		Read historical fiction (4-N.2)
		Read drama (4-N.4)
		Read about animals (4-O.1)
		Read about art, music, and traditions (4-O.2)
		Read about famous places (4-O.3)
		Read about sports and hobbies (4-O.4)

		Read about famous people (4-P.1)
		Read about business and technology (4-P.2)
		Read about science and nature (4-P.3)
		Read about history (4-P.4)
	4.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.	Use key details to determine the main idea (4-A.1)
		Determine the main idea of a passage (4-A.2)
		Combine main ideas from two texts (4-A.3)
		Determine the themes of myths, fables, and folktales (4-B.1)
		Summarize a story (4-S.1)
		Similes and metaphors with pictures (4-G.2)
		Determine the meanings of similes and metaphors (4-G.3)
		Interpret the meaning of an allusion from its source (4-G.4)
		Identify base words, prefixes, and suffixes (4-Y.1)
	4.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.	

		Determine the meaning of a word with pre-, re-, or mis- (4-Y.2)
		Use the prefixes pre-, re-, and mis- (4-Y.3)
		Determine the meaning of a word with -ful or -less (4-Y.4)
		Determine the meaning of a word with -ly or -ness (4-Y.5)
		Determine the meaning of a word with -able or -ment (4-Y.6)
		Determine the meaning of a word with a suffix: review (4-Y.7)
		Sort words with shared prefixes and suffixes by meaning (4-Y.9)
		Sort words with shared suffixes by part of speech (4-Y.10)
		Word pattern sentences (4-Y.12)
		Sort words by shared Greek or Latin roots (4-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (4-Z.2)

		Use the meanings of words as clues to the meanings of Greek and Latin roots (4-Z.3)
		Determine the meanings of Greek and Latin roots (4-Z.4)
		Determine the meanings of words with Greek and Latin roots (4-Z.5)
		Match words with Greek and Latin roots to their meanings (4-Z.6)
		Select the members of a group (4-BB.1)
		Select the words that don't belong (4-BB.2)
		Which sentence has the same meaning? (4-CC.2)
		Find synonyms in context (4-CC.3)
		Which sentence uses an antonym? (4-CC.5)
		Find antonyms in context (4-CC.6)
		Homophones with pictures (4-DD.1)

		Use the correct homophone (4-DD.3)
		Which definition matches the sentence? (4-EE.2)
		Which sentence matches the definition? (4-EE.3)
		Determine the meaning of idioms from context: set 1 (4-FF.1)
		Identify the meaning of idioms and adages: set 1 (4-FF.2)
		Determine the meaning of idioms from context: set 2 (4-FF.3)
		Identify the meaning of idioms and adages: set 2 (4-FF.4)
		Shades of meaning with pictures (4-GG.1)
		Describe the difference between related words (4-GG.2)
		Positive and negative connotation (4-GG.3)
		Find words using context (4-HH.1)

		Determine the meaning of words using synonyms in context (4-HH.2)
		Use context to identify the meaning of a word (4-HH.3)
		Determine the meaning of domain-specific words with pictures (4-HH.4)
		Use academic vocabulary in context (4-HH.5)
		Words with un-, dis-, in-, im-, and non- (4)
	4.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.	Use actions and dialogue to understand characters (4-H.1)
		Compare and contrast characters (4-H.2)
		Draw inferences from a text (4-H.3)
		Make predictions about a story (4-H.4)
		Which book title goes with the picture? (4-H.5)
		Compare mythological illustrations (4-J.1)
		Read fantasy with illustrations (4-M.1)

4.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

		Read realistic fiction with illustrations (4-M.2)
		Read science fiction with illustrations (4-M.3)
		Read realistic fiction (4-N.1)
		Read historical fiction (4-N.2)
		Read drama (4-N.4)
		Read about animals (4-O.1)
		Read about art, music, and traditions (4-O.2)
		Read about famous places (4-O.3)
		Read about sports and hobbies (4-O.4)
		Read about famous people (4-P.1)
		Read about business and technology (4-P.2)
		Read about science and nature (4-P.3)
		Read about history (4-P.4)
		Use actions and dialogue to understand characters (4-H.1)
		Read fantasy with illustrations (4-M.1)

Reading Literature: Reading Literary includes skills that are specific to literature.	4.RC.7.RL Describe how a character changes throughout a story.

		Read realistic fiction with illustrations (4-M.2)
		Read science fiction with illustrations (4-M.3)
		Read realistic fiction (4-N.1)
		Read historical fiction (4-N.2)
		Read drama (4-N.4)
		Show character emotions and traits (4-V.1)
		Identify story elements (4-I.2)
		Read fantasy with illustrations (4-M.1)
		Read realistic fiction with illustrations (4-M.2)
		Read science fiction with illustrations (4-M.3)
		Read realistic fiction (4-N.1)
		Read historical fiction (4-N.2)
	4.RC.8.RL Explain how the setting contributes to the plot of a story.	Read drama (4-N.4)
	4.RC.9.RL Determine the theme of a story.	Determine the themes of myths, fables, and folktales (4-B.1)
	4.RC.10.RL Compare and contrast stories with similar central messages and topics.	Determine the themes of myths, fables, and folktales (4-B.1)

	4.RC.11.RL Explain what information is gained from adding multimedia elements to the reading of a text.	Compare mythological illustrations (4-J.1)
	4.RC.12.RL Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.	Distinguish points of view (4-D.1)
		Identify the narrative point of view (4-I.1)
	4.RC.13.RL Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Label the rhyme scheme (4-L.1)
		Identify elements of poetry (4-L.2)
		Read drama (4-N.4)
Reading Information: Reading Information includes skills that are specific to non-fiction texts.	4.RC.14.RI Explain how an author uses reasons and evidence to support specific points in a text.	Identify supporting details in informational texts (4-U.5)
	4.RC.15.RI Integrate information from two texts on the same topic when writing or speaking about the topic.	Combine main ideas from two texts (4-A.3)
		Compare information from two texts (4-D.2)
		Organize information by topic (4-Q.3)
	4.RC.16.RI Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).	Determine the order of events in informational texts (4-E.1)
		Compare and contrast in informational texts (4-E.2)
		Match causes and effects in informational texts (4-E.3)
		Match problems with their solutions (4-E.4)

		Identify text structures (4-E.5)
	4.RC.17.RI Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.	Read graphic organizers (4-J.2)
		Select and use text features (4-K.1)
	4.RC.18.RI Compare and contrast a firsthand and secondhand account of the same event or topic.	Account Perspective Comparison (4)
		Identify similes and metaphors (4-G.1)
		Similes and metaphors with pictures (4-G.2)
		Determine the meanings of similes and metaphors (4-G.3)
		Interpret the meaning of an allusion from its source (4-G.4)
		Read about animals (4-O.1)
		Read about art, music, and traditions (4-O.2)
		Read about famous places (4-O.3)
		Read about sports and hobbies (4-O.4)
		Determine the meaning of a word with pre-, re-, or mis- (4-Y.2)
		Use the prefixes pre-, re-, and mis- (4-Y.3)
Vocabulary: Vocabulary includes understanding and using words to communicate effectively.	4.V.1 Determine or clarify the meaning of words and phrases in texts read aloud or independently.	

		Determine the meaning of a word with -ful or -less (4-Y.4)
		Determine the meaning of a word with -ly or -ness (4-Y.5)
		Determine the meaning of a word with -able or -ment (4-Y.6)
		Determine the meaning of a word with a suffix: review (4-Y.7)
		Determine the meanings of words with prefixes and suffixes: review (4-Y.8)
		Sort words with shared prefixes and suffixes by meaning (4-Y.9)
		Sort words with shared suffixes by part of speech (4-Y.10)
		Word pattern analogies (4-Y.11)
		Word pattern sentences (4-Y.12)
		Sort words by shared Greek or Latin roots (4-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (4-Z.2)

		Use the meanings of words as clues to the meanings of Greek and Latin roots (4-Z.3)
		Determine the meanings of Greek and Latin roots (4-Z.4)
		Determine the meanings of words with Greek and Latin roots (4-Z.5)
		Match words with Greek and Latin roots to their meanings (4-Z.6)
		Form compound words with pictures (4-AA.1)
		Form compound words (4-AA.2)
		Form and use compound words (4-AA.3)
		Select the members of a group (4-BB.1)
		Select the words that don't belong (4-BB.2)
		Choose the synonym (4-CC.1)
		Which sentence has the same meaning? (4-CC.2)

		Find synonyms in context (4-CC.3)
		Choose the antonym (4-CC.4)
		Which sentence uses an antonym? (4-CC.5)
		Find antonyms in context (4-CC.6)
		Homophones with pictures (4-DD.1)
		Identify homophones (4-DD.2)
		Use the correct homophone (4-DD.3)
		Multiple-meaning words with pictures (4-EE.1)
		Which definition matches the sentence? (4-EE.2)
		Which sentence matches the definition? (4-EE.3)
		Determine the meaning of idioms from context: set 1 (4-FF.1)
		Identify the meaning of idioms and adages: set 1 (4-FF.2)

		Determine the meaning of idioms from context: set 2 (4-FF.3)
		Identify the meaning of idioms and adages: set 2 (4-FF.4)
		Shades of meaning with pictures (4-GG.1)
		Describe the difference between related words (4-GG.2)
		Positive and negative connotation (4-GG.3)
		Find words using context (4-HH.1)
		Determine the meaning of words using synonyms in context (4-HH.2)
		Use context to identify the meaning of a word (4-HH.3)
		Determine the meaning of domain-specific words with pictures (4-HH.4)
		Use academic vocabulary in context (4-HH.5)
		Use guide words (4-II.5)
		Use dictionary entries (4-II.6)

		Use dictionary definitions (4-II.7)
		Use thesaurus entries (4-II.8)
		Words with un-, dis-, in-, im-, and non- (4)
		Determine the meanings of similes and metaphors (4-G.3)
		Interpret the meaning of an allusion from its source (4-G.4)
		Which definition matches the sentence? (4-EE.2)
		Which sentence matches the definition? (4-EE.3)
		Determine the meaning of idioms from context: set 1 (4-FF.1)
		Determine the meaning of idioms from context: set 2 (4-FF.3)
		Find words using context (4-HH.1)
		Determine the meaning of words using synonyms in context (4-HH.2)
		Use context to identify the meaning of a word (4-HH.3)

4.V.2 Use context clues to infer the meaning of words or phrases.

		Determine the meaning of domain-specific words with pictures (4-HH.4)
		Use academic vocabulary in context (4-HH.5)
	4.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	Order alphabetically based on the first letter (4-II.1)
		Order alphabetically based on the first two letters (4-II.2)
		Order alphabetically based on the first three letters (4-II.3)
		Order alphabetically: challenge (4-II.4)
		Use guide words (4-II.5)
		Use dictionary entries (4-II.6)
		Use dictionary definitions (4-II.7)
		Use thesaurus entries (4-II.8)
		Choose the synonym (4-CC.1)
		Which sentence has the same meaning? (4-CC.2)
		Find synonyms in context (4-CC.3)

4.V.4 Use the relationship between a word and its antonyms and synonyms to deepen understanding.

		Choose the antonym (4-CC.4)
		Which sentence uses an antonym? (4-CC.5)
		Find antonyms in context (4-CC.6)
		Determine the meaning of words using synonyms in context (4-HH.2)
		Use thesaurus entries (4-II.8)
		Sort sensory details (4-F.1)
		Identify sensory details (4-F.2)
		Revise the sentence using a stronger verb (4-V.2)
		Shades of meaning with pictures (4-GG.1)
		Describe the difference between related words (4-GG.2)
		Positive and negative connotation (4-GG.3)
		Find words using context (4-HH.1)
		Determine the meaning of words using synonyms in context (4-HH.2)

4.V.5 Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.

		Use context to identify the meaning of a word (4-HH.3)
		Determine the meaning of domain-specific words with pictures (4-HH.4)
		Use academic vocabulary in context (4-HH.5)
	4.V.6 Explain the meaning of figurative language, including similes, metaphors, and idioms.	Similes and metaphors with pictures (4-G.2)
		Determine the meanings of similes and metaphors (4-G.3)
		Determine the meaning of idioms from context: set 1 (4-FF.1)
		Identify the meaning of idioms and adages: set 1 (4-FF.2)
		Determine the meaning of idioms from context: set 2 (4-FF.3)
		Identify the meaning of idioms and adages: set 2 (4-FF.4)
	4.V.7 Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).	Determine the meaning of a word with pre-, re-, or mis- (4-Y.2)
		Use the prefixes pre-, re-, and mis- (4-Y.3)

		Determine the meaning of a word with -ful or -less (4-Y.4)
		Determine the meaning of a word with -ly or -ness (4-Y.5)
		Determine the meaning of a word with -able or -ment (4-Y.6)
		Determine the meaning of a word with a suffix: review (4-Y.7)
		Determine the meanings of words with prefixes and suffixes: review (4-Y.8)
		Sort words with shared prefixes and suffixes by meaning (4-Y.9)
		Sort words by shared Greek or Latin roots (4-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (4-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (4-Z.3)
		Determine the meanings of Greek and Latin roots (4-Z.4)

		Determine the meanings of words with Greek and Latin roots (4-Z.5)
		Match words with Greek and Latin roots to their meanings (4-Z.6)
		Words with un-, dis-, in-, im-, and non- (4)
		Complete the opinion-reason-example table (4)
		Identify the purpose of a text (4-C.1)
		Organize information by topic (4-Q.3)
		Choose the best concluding sentence (4-R.2)
		Distinguish facts from opinions (4-U.1)
		Identify an author's statement of opinion (4-U.2)
		Choose reasons to support an opinion (4-U.3)
		Identify supporting details in literary texts (4-U.4)
		Identify supporting details in informational texts (4-U.5)
Style: Writing style includes different types of writing for different purposes.	4.W.1.S Write an opinion (argument) to convince the reader to take action or adopt a position, including logical reasons supported by evidence from relevant sources.	

		Identify and correct plagiarism (4-U.6)
	4.W.2.S Write informative or explanatory pieces about a topic, using sources.	Order items from most general to most specific (4-Q.2)
		Organize information by topic (4-Q.3)
		Remove the sentence that does not belong (4-Q.4)
		Choose the best topic sentence (4-R.1)
		Choose the best concluding sentence (4-R.2)
		Identify supporting details in literary texts (4-U.4)
		Identify supporting details in informational texts (4-U.5)
		Identify and correct plagiarism (4-U.6)
	4.W.3.S Write a narrative, using a logical plot (sequence of events, characters, and setting) and strong voice.	Use actions and dialogue to understand characters (4-H.1)
		Put the sentences in order (4-Q.1)
		Identify time-order words (4-T.1)

		Show character emotions and traits (4-V.1)
		Revise the sentence using a stronger verb (4-V.2)
		Add imagery to stories (4-V.3)
		Use personification (4)
		Complete the opinion-reason-example table (4)
		Put the sentences in order (4-Q.1)
		Organize information by topic (4-Q.3)
		Remove the sentence that does not belong (4-Q.4)
		Choose the best topic sentence (4-R.1)
		Choose the best concluding sentence (4-R.2)
		Identify time-order words (4-T.1)
		Use coordinating conjunctions (4-T.2)
		Use subordinating conjunctions (4-T.3)
		Choose the best transition (4-T.4)
Production: Writing production includes volume and clarity of writing, the writing process, and research.	4.W.4.P Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.	

		Choose reasons to support an opinion (4-U.3)
		Identify supporting details in literary texts (4-U.4)
		Identify supporting details in informational texts (4-U.5)
		Identify and correct plagiarism (4-U.6)
		Show character emotions and traits (4-V.1)
		Revise the sentence using a stronger verb (4-V.2)
		Add imagery to stories (4-V.3)
		Shades of meaning with pictures (4-GG.1)
		Describe the difference between related words (4-GG.2)
		Positive and negative connotation (4-GG.3)
		Identify the complete subject of a sentence (4-JJ.2)
		Identify the complete predicate of a sentence (4-JJ.3)

		Identify the simple subject or predicate of a sentence (4-JJ.4)
		Is it a complete sentence or a fragment? (4-JJ.5)
		Is it a complete sentence or a run-on? (4-JJ.6)
		Is it a complete sentence, a fragment, or a run-on? (4-JJ.7)
		Is the sentence simple or compound? (4-JJ.8)
		Create compound sentences (4-JJ.9)
		Order the words to create a sentence (4-JJ.10)
		Form regular plurals with -s, -es, and -ies (4-KK.5)
		Use regular plurals with -s, -es, and -ies (4-KK.6)
		Form regular plurals with -s, -es, -ies, and -ves (4-KK.7)
		Use regular plurals with -s, -es, -ies, and -ves (4-KK.8)
		Form and use irregular plurals (4-KK.10)

		Form the singular or plural possessive (4-KK.12)
		Identify and correct errors with plural and possessive nouns (4-KK.13)
		Choose between subject and object personal pronouns (4-LL.2)
		Replace the noun with a personal pronoun (4-LL.3)
		Compound subjects and objects with "I" and "me" (4-LL.4)
		Use possessive pronouns (4-LL.6)
		Choose between personal and reflexive pronouns (4-LL.7)
		Use reflexive pronouns (4-LL.8)
		Use relative pronouns: who and whom (4-LL.10)
		Use relative pronouns: who, whom, whose, which, and that (4-LL.11)

		Use the correct modal verb (4-MM.5)
		Use the correct subject or verb (4-NN.2)
		Pronoun-verb agreement (4-NN.3)
		Use the correct subject or verb – with compound subjects (4-NN.4)
		Form and use the regular past tense (4-OO.3)
		Form and use the irregular past tense: set 1 (4-OO.5)
		Form and use the irregular past tense: set 2 (4-OO.6)
		Form and use the irregular past tense: set 3 (4-OO.7)
		Form and use the irregular past tense: set 4 (4-OO.8)
		To be: use the correct form (4-OO.9)
		To have: use the correct form (4-OO.10)
		Change the sentence to future tense (4-OO.12)
		Use the progressive verb tenses (4-OO.13)

		Form the progressive verb tenses (4-OO.14)
		Choose between the past tense and past participle (4-OO.15)
		Use the perfect verb tenses (4-OO.16)
		Form the perfect verb tenses (4-OO.17)
		Use the correct article: a or an (4-PP.1)
		Use the correct article: a, an, or the (4-PP.2)
		Order adjectives (4-QQ.4)
		Use relative adverbs (4-QQ.7)
		Choose between adjectives and adverbs (4-QQ.8)
		Use adjectives to compare (4-QQ.10)
		Spell adjectives that compare (4-QQ.11)
		Use adjectives with more and most (4-QQ.12)
		Use adverbs to compare (4-QQ.13)
		Identify prepositions (4-RR.1)

		Identify prepositions and their objects (4-RR.2)
		Identify prepositional phrases (4-RR.3)
		Prepositions: review (4-RR.4)
		Pronoun-verb contractions (4-TT.1)
		Contractions with "not" (4-TT.2)
		Commas with a series (4-UU.1)
		Commas with dates (4-UU.2)
		Commas with the names of places (4-UU.3)
		Commas with direct addresses (4-UU.4)
		Commas with introductory words and phrases (4-UU.5)
		Commas: review (4-UU.6)
		Capitalizing the names of people and pets and titles of respect (4-VV.1)
		Capitalizing days, months, and holidays (4-VV.2)

		Capitalizing the names of places and geographic features (4-VV.3)
		Capitalizing the names of historical events, periods, and documents (4-VV.4)
		Capitalizing proper adjectives, nationalities, and languages (4-VV.5)
		Capitalization: review (4-VV.6)
		Greetings and closings of letters (4-XX.1)
		Formatting street addresses (4-XX.2)
		Capitalizing titles (4-XX.3)
		Formatting titles (4-XX.4)
		Formatting and capitalizing titles (4-XX.5)
		Punctuating dialogue (4-XX.6)
		Well, better, best, badly, worse, and worst (4)
		Use personification (4)
		Use the correct frequently confused word (4)

		Use the correct pair of correlative conjunctions (4)
		Fill in the missing correlative conjunction (4)
		Use linking words in paragraphs (4)
		Combine sentences: subjects and predicates (4)
		Good, better, best, bad, worse, and worst (4)
		Commas with compound and complex sentences (4)
		Complete the opinion-reason-example table (4)
		Put the sentences in order (4-Q.1)
		Order items from most general to most specific (4-Q.2)
		Organize information by topic (4-Q.3)
		Remove the sentence that does not belong (4-Q.4)
		Choose the best topic sentence (4-R.1)
		Choose the best concluding sentence (4-R.2)

4.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.

		Identify an author's statement of opinion (4-U.2)
		Choose reasons to support an opinion (4-U.3)
		Identify supporting details in literary texts (4-U.4)
		Identify supporting details in informational texts (4-U.5)
	4.W.6.P Use transitional words, phrases, and clauses to connect ideas.	Identify time-order words (4-T.1)
		Use coordinating conjunctions (4-T.2)
		Use subordinating conjunctions (4-T.3)
		Choose the best transition (4-T.4)
		Use the correct pair of correlative conjunctions (4)
		Fill in the missing correlative conjunction (4)
		Use linking words in paragraphs (4)
		Remove the sentence that does not belong (4-Q.4)

4.W.7.P Plan and revise writing to convey ideas precisely.

		Choose the best transition (4-T.4)
		Show character emotions and traits (4-V.1)
		Revise the sentence using a stronger verb (4-V.2)
		Add imagery to stories (4-V.3)
		Create varied sentences based on models (4-W.1)
		Which sentence is more formal? (4)
		Combine sentences: subjects and predicates (4)
		Use linking words in paragraphs (4)
		Identify and correct plagiarism (4-U.6)
		Correct errors with signs (4-X.1)
		Is it a complete sentence or a fragment? (4-JJ.5)
		Is it a complete sentence or a run-on? (4-JJ.6)
		Is it a complete sentence, a fragment, or a run-on? (4-JJ.7)

4.W.8.P Edit writing to include K-4 language conventions for publishing.

		Identify and correct errors with plural and possessive nouns (4-KK.13)
		Commas: review (4-UU.6)
		Capitalization: review (4-VV.6)
		Greetings and closings of letters (4-XX.1)
		Formatting street addresses (4-XX.2)
		Capitalizing titles (4-XX.3)
		Formatting titles (4-XX.4)
		Formatting and capitalizing titles (4-XX.5)
		Punctuating dialogue (4-XX.6)
		Use the correct frequently confused word (4)
	4.W.9.P Conduct short research by gathering and paraphrasing information from relevant experiences and/or from sources to produce a written response.	Determine the main idea of a passage (4-A.2)
		Identify supporting details in literary texts (4-U.4)
		Identify supporting details in informational texts (4-U.5)
		Identify and correct plagiarism (4-U.6)

		Order items from most general to most specific (4-Q.2)
	4.W.10.P Take notes, sort evidence into categories, and include a list of sources.	Organize information by topic (4-Q.3)
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		Form the singular or plural possessive (4-KK.12)
	4.L.1.S Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).	Identify and correct errors with plural and possessive nouns (4-KK.13)
		Use relative pronouns: who and whom (4-LL.10)
	4.L.2.S Use relative pronouns (e.g., who, which, that, whose, whom).	Use relative pronouns: who, whom, whose, which, and that (4-LL.11)
	4.L.3.S Use possessive pronouns as adjectives (e.g., their house, her dog).	Use possessive pronouns (4-LL.6)
	4.L.4.S Use royal order when arranging adjectives (i.e., opinion-size-age-shape-color-origin-material-purpose noun).	Order adjectives (4-QQ.4)
		Use adjectives to compare (4-QQ.10)
		Spell adjectives that compare (4-QQ.11)
		Use adjectives with more and most (4-QQ.12)
	4.L.5.S Use comparative and superlative adjectives (e.g., funnier, funniest).	Good, better, best, bad, worse, and worst (4)

		Form and use the regular past tense (4-OO.3)
		Form and use the irregular past tense: set 1 (4-OO.5)
		Form and use the irregular past tense: set 2 (4-OO.6)
		Form and use the irregular past tense: set 3 (4-OO.7)
		Form and use the irregular past tense: set 4 (4-OO.8)
		To be: use the correct form (4-OO.9)
		To have: use the correct form (4-OO.10)
		Is the sentence in the past, present, or future tense? (4-OO.11)
		Change the sentence to future tense (4-OO.12)
		Choose between the past tense and past participle (4-OO.15)
		Use the perfect verb tenses (4-OO.16)
	4.L.6.S Use verb tense to convey various times, sequences, states, and conditions.	Form the perfect verb tenses (4-OO.17)
		Use the progressive verb tenses (4-OO.13)

4.L.7.S Use progressive verb tenses (i.e., helping verbs).

		Form the progressive verb tenses (4-OO.14)
	4.L.8.S Use subject/verb agreement.	Use the correct subject or verb (4-NN.2)
		Pronoun-verb agreement (4-NN.3)
		Use the correct subject or verb – with compound subjects (4-NN.4)
	4.L.9.S Use comparative and superlative adverbs (e.g., farther, farthest).	Use adverbs to compare (4-QQ.13)
	4.L.10.S Use subordinating conjunctions to produce complex sentences.	Identify subordinating conjunctions (4-SS.2)
	4.L.11.S Use interjections (e.g., eek, yikes).	Interjection Usage (4)
	4.L.12.S Use prepositional phrases.	Identify prepositional phrases (4-RR.3)
		Prepositions: review (4-RR.4)
	4.L.13.S Use contractions.	Pronoun-verb contractions (4-TT.1)
		Contractions with "not" (4-TT.2)
	4.L.14.S Produce complex sentences, using dependent clauses and subordinating conjunctions.	Create varied sentences based on models (4-W.1)
		Identify subordinating conjunctions (4-SS.2)

		Commas with introductory words and phrases (4-UU.5)
		Identify dependent and independent clauses (4)
		Commas with compound and complex sentences (4)
		Capitalizing the names of people and pets and titles of respect (4-VV.1)
		Capitalizing days, months, and holidays (4-VV.2)
		Capitalizing the names of places and geographic features (4-VV.3)
		Capitalizing the names of historical events, periods, and documents (4-VV.4)
		Capitalizing proper adjectives, nationalities, and languages (4-VV.5)
		Capitalization: review (4-VV.6)
Conventions: Conventions involve the correct use of mechanics in writing.	4.L.15.C Use correct capitalization.	Capitalizing titles (4-XX.3)
	4.L.16.C Capitalize words for emphasis (e.g., WOW! NO!).	Emphatic Capitalization (4)
	4.L.17.C Capitalize dialogue.	Use correct capitalization (4)

	4.L.18.C Use end marks in dialogue.	Punctuating dialogue (4-XX.6)
	4.L.19.C Use commas in dialogue.	Punctuating dialogue (4-XX.6)
	4.L.20.C Use commas in quotations from a text.	Identify and correct plagiarism (4-U.6)
	4.L.21.C Use commas to separate an introductory element.	Commas with introductory words and phrases (4-UU.5)
	4.L.22.C Use quotation marks in dialogue.	Punctuating dialogue (4-XX.6)
	4.L.23.C Use quotation marks in quotations from a text.	Identify and correct plagiarism (4-U.6)

Grade 5 English Language Arts

Our 5th Grade Arts course aligns with Arkansas Academic Standards to develop critical reading, writing, and language skills. Students engage with increasingly complex texts, enhancing comprehension and analysis of both literary and informational content. The curriculum emphasizes reading strategies, including summarizing texts and citing evidence to support analysis. Vocabulary expansion focuses on context clues, word relationships, and Greek and Latin roots. Writing instruction covers argumentative, informative/explanatory, and narrative pieces, teaching students to support claims with evidence, organize ideas effectively, and use descriptive details in well-structured sequences. Grammar and language conventions are integrated throughout, focusing on verb tenses, pronoun usage, and complex sentence structures. The mastery-based approach ensures that each student thoroughly grasps concepts before progressing, guaranteeing no gaps in learning. By year's end, students will demonstrate improved critical thinking, effective expression in various writing formats, and deeper language understanding, preparing them for middle school language arts challenges.

Description	**State Standard**	**Lesson name**

Phonics Decoding (Word Reading): Phonics Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.	5.FR.1.PD Decode words, using knowledge of Greek combining forms and connectives.	Sort words by shared Greek or Latin roots (5-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (5-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (5-Z.3)
		Use words as clues to the meanings of Greek and Latin roots (5-Z.4)
		Determine the meanings of Greek and Latin roots (5-Z.5)
		Determine the meanings of words with Greek and Latin roots (5-Z.6)
		Match words with Greek and Latin roots to their meanings (5-Z.7)
Phonics Encoding (Word Writing): Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.	5.FR.2.PE Encode words, using knowledge of Greek combining forms with the use of connectives as needed.	Greek Word Formation (5)
Handwriting: Handwriting is writing done by hand, using a pencil, pen, digital stylus, or another instrument.	5.FR.3.H Write fluently and legibly in cursive, using correctly formed letters with appropriate slant, spacing, and line awareness with increasing stamina.	Advanced Cursive Writing (5)

Fluency: Fluency is the ability to perform a task with automaticity, correctly and at an appropriate rate.	5.FR.4.F Orally read texts with accuracy, automaticity, and expression, at an appropriate rate to support comprehension, self-correcting as necessary.	The Mystery of the Scythe (5)
		Freedom for All: The Life Story of Sojourner Truth (5)
		Art: A Life's Work (5)
		The World's Biggest Waves (5)
		The Melting Arctic (5)
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.	5.RC.1.RF Ask questions about key details in a text.	Use key details to determine the main idea (5-A.1)
		Which book title goes with the picture? (5)
		Compare and contrast points of view (5-D.1)
		Compare information from two texts (5-D.2)
		Determine the order of events in informational texts (5-E.1)
		Compare and contrast in informational texts (5-E.2)
		Match causes and effects in informational texts (5-E.3)
		Match problems with their solutions (5-E.4)
		Identify text structures (5-E.5)
		Similes and metaphors with pictures (5-G.2)
	5.RC.2.RF Answer explicit and inferential questions, using details from a text.	

		Determine the meanings of similes and metaphors (5-G.3)
		Interpret the meaning of an allusion from its source (5-G.4)
		Analyze the effects of figures of speech on meaning and tone (5-G.5)
		Use actions and dialogue to understand characters (5-H.1)
		Compare and contrast characters (5-H.2)
		Draw inferences from a text (5-H.3)
		Identify the narrative point of view (5-I.1)
		Identify story elements (5-I.2)
		Compare mythological illustrations (5-J.1)
		Identify elements of poetry (5-L.2)
		Read fantasy with illustrations (5-M.1)
		Read realistic fiction with illustrations (5-M.2)

		Read historical fiction with illustrations (5-M.3)
		Read realistic fiction (5-N.1)
		Read historical fiction (5-N.2)
		Read poetry (5-N.3)
		Read drama (5-N.4)
		Read about animals (5-O.1)
		Read about art, music, and traditions (5-O.2)
		Read about famous places (5-O.3)
		Read about sports and hobbies (5-O.4)
		Read about famous people (5-P.1)
		Read about business and technology (5-P.2)
		Read about science and nature (5-P.3)
		Read about history (5-P.4)
		Make predictions about a story (5)
	5.RC.3.RF Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.	Use key details to determine the main idea (5-A.1)
		Determine the main idea of a passage (5-A.2)

		Combine main ideas from two texts (5-A.3)
		Determine the themes of short stories (5-B.1)
		Summarize a story (5-S.1)
		Identify base words, prefixes, and suffixes (5)
		Determine the meaning of a word with -ly or -ness (5)
		Similes and metaphors with pictures (5-G.2)
		Determine the meanings of similes and metaphors (5-G.3)
		Interpret the meaning of an allusion from its source (5-G.4)
		Words with pre- (5-Y.1)
		Words with re- (5-Y.2)
		Words with sub- (5-Y.3)
		Words with mis- (5-Y.4)
		Words with un-, dis-, in-, im-, and non- (5-Y.5)
		Words with -ful (5-Y.6)
		Words with -less (5-Y.7)
		Words with -able and -ible (5-Y.8)

5.RC.4.RF Build general and academic vocabulary and background knowledge of age and grade-appropriate topics through discussion, reading, and writing.

		Sort words with shared prefixes and suffixes by meaning (5-Y.9)
		Sort words with shared suffixes by part of speech (5-Y.10)
		Word pattern sentences (5-Y.12)
		Sort words by shared Greek or Latin roots (5-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (5-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (5-Z.3)
		Use words as clues to the meanings of Greek and Latin roots (5-Z.4)
		Determine the meanings of Greek and Latin roots (5-Z.5)
		Determine the meanings of words with Greek and Latin roots (5-Z.6)

		Match words with Greek and Latin roots to their meanings (5-Z.7)
		Find synonyms in context (5-BB.2)
		Find antonyms in context (5-BB.4)
		Analogies (5-CC.1)
		Homophones with pictures (5-DD.1)
		Use the correct homophone (5-DD.2)
		Multiple-meaning words with pictures (5-EE.1)
		Which definition matches the sentence? (5-EE.2)
		Which sentence matches the definition? (5-EE.3)
		Determine the meaning of idioms from context: set 1 (5-FF.1)
		Identify the meaning of idioms and adages: set 1 (5-FF.2)
		Determine the meaning of idioms from context: set 2 (5-FF.3)

		Identify the meaning of idioms and adages: set 2 (5-FF.4)
		Describe the difference between related words (5-GG.1)
		Positive and negative connotation (5-GG.2)
		Find words using context (5-HH.1)
		Determine the meaning of words using synonyms in context (5-HH.2)
		Use context to identify the meaning of a word (5-HH.3)
		Determine the meaning of domain-specific words with pictures (5-HH.4)
		Use academic vocabulary in context (5-HH.5)
		Determine the meaning of a word with a suffix (5)
		Use actions and dialogue to understand characters (5-H.1)
		Compare and contrast characters (5-H.2)

5.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

		Draw inferences from a text (5-H.3)
		Compare mythological illustrations (5-J.1)
		Trace an argument (5)
		Make predictions about a story (5)
		Read fantasy with illustrations (5-M.1)
		Read realistic fiction with illustrations (5-M.2)
		Read historical fiction with illustrations (5-M.3)
		Read realistic fiction (5-N.1)
		Read historical fiction (5-N.2)
		Read poetry (5-N.3)
		Read drama (5-N.4)
		Read about animals (5-O.1)
		Read about art, music, and traditions (5-O.2)
		Read about famous places (5-O.3)
		Read about sports and hobbies (5-O.4)
		Read about famous people (5-P.1)

5.RC.6.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

		Read about business and technology (5-P.2)
		Read about science and nature (5-P.3)
		Read about history (5-P.4)
		Use actions and dialogue to understand characters (5-H.1)
		Read fantasy with illustrations (5-M.1)
		Read realistic fiction with illustrations (5-M.2)
		Read historical fiction with illustrations (5-M.3)
		Read realistic fiction (5-N.1)
		Read historical fiction (5-N.2)
		Read poetry (5-N.3)
		Read drama (5-N.4)
	5.RC.7.RL Describe how a character's traits, motivations, and feelings contribute to the sequence of events.	Show character emotions and traits (5-U.1)
		Identify elements of poetry (5-L.2)
		Read fantasy with illustrations (5-M.1)
		Read realistic fiction with illustrations (5-M.2)
Reading Literature: Reading Literary includes skills that are specific to literature.	5.RC.8.RL Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).	

		Read historical fiction with illustrations (5-M.3)
		Read realistic fiction (5-N.1)
		Read historical fiction (5-N.2)
		Read poetry (5-N.3)
		Read drama (5-N.4)
	5.RC.9.RL Identify text evidence that supports the theme.	Determine the themes of short stories (5-B.1)
	5.RC.10.RL Compare and contrast similar themes of two or more texts of the same genre.	Determine the themes of short stories (5-B.1)
	5.RC.11.RL Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.	Compare mythological illustrations (5-J.1)
	5.RC.12.RL Explain how point of view and /or perspective influence how events are described.	Compare and contrast points of view (5-D.1)
		Identify the narrative point of view (5-I.1)
	5.RC.13.RL Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	Label the rhyme scheme (5-L.1)
		Identify elements of poetry (5-L.2)
		Read drama (5-N.4)
Reading Information: Reading Information includes skills that are specific to non-fiction texts.	5.RC.14.RI Identify which reasons and evidence an author uses to support which points.	Identify supporting details in informational texts (5-T.5)
	5.RC.15.RI Integrate information from several texts on the same topic when writing or speaking about the topic.	Combine main ideas from two texts (5-A.3)
		Compare information from two texts (5-D.2)

		Organize information by topic (5-Q.5)
	5.RC.16.RI Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).	Determine the order of events in informational texts (5-E.1)
		Compare and contrast in informational texts (5-E.2)
		Match causes and effects in informational texts (5-E.3)
		Match problems with their solutions (5-E.4)
		Identify text structures (5-E.5)
	5.RC.17.RI Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.	Which book title goes with the picture? (5)
		Which sentence is more formal? (5-C.2)
		Read graphic organizers (5-J.2)
		Select and use text features (5-K.1)
		Compare passages for tone (5)
	5.RC.18.RI Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.	Compare and contrast points of view (5-D.1)
		Compare information from two texts (5-D.2)
		Distinguish facts from opinions (5-T.1)

		Identify base words, prefixes, and suffixes (5)
		Determine the meaning of a word with -ly or -ness (5)
		Read about animals (5-O.1)
		Read about art, music, and traditions (5-O.2)
		Read about famous places (5-O.3)
		Read about sports and hobbies (5-O.4)
		Words with pre- (5-Y.1)
		Words with re- (5-Y.2)
		Words with sub- (5-Y.3)
		Words with mis- (5-Y.4)
		Words with un-, dis-, in-, im-, and non- (5-Y.5)
		Words with -ful (5-Y.6)
		Words with -less (5-Y.7)
		Words with -able and -ible (5-Y.8)
		Sort words with shared prefixes and suffixes by meaning (5-Y.9)
		Sort words with shared suffixes by part of speech (5-Y.10)
Vocabulary: Vocabulary includes understanding and using words to communicate effectively.	5.V.1 Determine or clarify the meaning of words and phrases in a text read aloud or independently.	

		Word pattern analogies (5-Y.11)
		Word pattern sentences (5-Y.12)
		Sort words by shared Greek or Latin roots (5-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (5-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (5-Z.3)
		Use words as clues to the meanings of Greek and Latin roots (5-Z.4)
		Determine the meanings of Greek and Latin roots (5-Z.5)
		Determine the meanings of words with Greek and Latin roots (5-Z.6)
		Match words with Greek and Latin roots to their meanings (5-Z.7)
		Select the members of a group (5-AA.1)

		Select the words that don't belong (5-AA.2)
		Choose the synonym (5-BB.1)
		Find synonyms in context (5-BB.2)
		Choose the antonym (5-BB.3)
		Find antonyms in context (5-BB.4)
		Analogies (5-CC.1)
		Homophones with pictures (5-DD.1)
		Use the correct homophone (5-DD.2)
		Multiple-meaning words with pictures (5-EE.1)
		Which definition matches the sentence? (5-EE.2)
		Which sentence matches the definition? (5-EE.3)
		Determine the meaning of idioms from context: set 1 (5-FF.1)
		Identify the meaning of idioms and adages: set 1 (5-FF.2)

		Determine the meaning of idioms from context: set 2 (5-FF.3)
		Identify the meaning of idioms and adages: set 2 (5-FF.4)
		Describe the difference between related words (5-GG.1)
		Positive and negative connotation (5-GG.2)
		Find words using context (5-HH.1)
		Determine the meaning of words using synonyms in context (5-HH.2)
		Use context to identify the meaning of a word (5-HH.3)
		Determine the meaning of domain-specific words with pictures (5-HH.4)
		Use academic vocabulary in context (5-HH.5)
		Use guide words (5-II.4)
		Use dictionary entries (5-II.5)
		Use dictionary definitions (5-II.6)

		Use thesaurus entries (5-II.7)
		Determine the meaning of a word with a suffix (5)
		Determine the meanings of similes and metaphors (5-G.3)
		Interpret the meaning of an allusion from its source (5-G.4)
		Find synonyms in context (5-BB.2)
		Find antonyms in context (5-BB.4)
		Which definition matches the sentence? (5-EE.2)
		Which sentence matches the definition? (5-EE.3)
		Determine the meaning of idioms from context: set 1 (5-FF.1)
		Determine the meaning of idioms from context: set 2 (5-FF.3)
		Find words using context (5-HH.1)
		Determine the meaning of words using synonyms in context (5-HH.2)

5.V.2 Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).

		Use context to identify the meaning of a word (5-HH.3)
		Determine the meaning of domain-specific words with pictures (5-HH.4)
		Use academic vocabulary in context (5-HH.5)
	5.V.3 Consult reference materials to clarify pronunciation and/or precise meaning of words.	Order alphabetically based on the first two letters (5-II.1)
		Order alphabetically based on the first three letters (5-II.2)
		Order alphabetically: challenge (5-II.3)
		Use guide words (5-II.4)
		Use dictionary entries (5-II.5)
		Use dictionary definitions (5-II.6)
		Use thesaurus entries (5-II.7)
	5.V.4 Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	Order items from most general to most specific (5-Q.4)
		Select the members of a group (5-AA.1)
		Select the words that don't belong (5-AA.2)

		Choose the synonym (5-BB.1)
		Find synonyms in context (5-BB.2)
		Choose the antonym (5-BB.3)
		Find antonyms in context (5-BB.4)
		Analogies (5-CC.1)
		Homophones with pictures (5-DD.1)
		Use the correct homophone (5-DD.2)
		Multiple-meaning words with pictures (5-EE.1)
		Which definition matches the sentence? (5-EE.2)
		Which sentence matches the definition? (5-EE.3)
		Describe the difference between related words (5-GG.1)
		Positive and negative connotation (5-GG.2)
		Determine the meaning of words using synonyms in context (5-HH.2)

		Use thesaurus entries (5-II.7)
	5.V.5 Identify the difference between the denotation and connotation of a word or phrase in context.	Positive and negative connotation (5-GG.2)
	5.V.6 Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.	Similes and metaphors with pictures (5-G.2)
		Determine the meanings of similes and metaphors (5-G.3)
		Interpret the meaning of an allusion from its source (5-G.4)
		Analyze the effects of figures of speech on meaning and tone (5-G.5)
	5.V.7 Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).	Words with pre- (5-Y.1)
		Words with re- (5-Y.2)
		Words with sub- (5-Y.3)
		Words with mis- (5-Y.4)
		Words with un-, dis-, in-, im-, and non- (5-Y.5)
		Words with -ful (5-Y.6)
		Words with -less (5-Y.7)
		Words with -able and -ible (5-Y.8)
		Sort words with shared prefixes and suffixes by meaning (5-Y.9)

		Sort words by shared Greek or Latin roots (5-Z.1)
		Use Greek and Latin roots as clues to the meanings of words (5-Z.2)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (5-Z.3)
		Use words as clues to the meanings of Greek and Latin roots (5-Z.4)
		Determine the meanings of Greek and Latin roots (5-Z.5)
		Determine the meanings of words with Greek and Latin roots (5-Z.6)
		Match words with Greek and Latin roots to their meanings (5-Z.7)
		Identify the purpose of a text (5-C.1)
		Organize information by topic (5-Q.5)
Style: Writing style includes different types of writing for different purposes.	5.W.1.S Write an argument to persuade the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant evidence from sources.	Choose the best concluding sentence (5-R.2)

		Distinguish facts from opinions (5-T.1)
		Identify an author's statement of opinion (5-T.2)
		Choose reasons to support an opinion (5-T.3)
		Identify supporting details in literary texts (5-T.4)
		Identify supporting details in informational texts (5-T.5)
		Identify and correct plagiarism (5-X.1)
		Classify logical fallacies (5)
		Identify counterclaims (5)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (5)
		Put the sentences in order (5-Q.1)
		Order items from most general to most specific (5-Q.4)
		Organize information by topic (5-Q.5)
		Remove the sentence that does not belong (5-Q.6)

5.W.2.S Write informative or explanatory pieces, using multiple sources to examine a topic.

		Choose the best topic sentence (5-R.1)
		Choose the best concluding sentence (5-R.2)
		Identify supporting details in literary texts (5-T.4)
		Identify supporting details in informational texts (5-T.5)
		Identify and correct plagiarism (5-X.1)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (5)
	5.W.3.S Write a narrative, incorporating literary elements (characters, plot, setting, conflict, and dialogue) and strong voice.	Use actions and dialogue to understand characters (5-H.1)
		Put the sentences in order (5-Q.1)
		Show character emotions and traits (5-U.1)
		Revise the sentence using a stronger verb (5-U.2)
		Add imagery to stories (5-U.3)
		Punctuating dialogue (5-VV.4)

		Use personification (5)
		Identify time-order words (5)
		Formatting quotations and dialogue (5)
		Form regular plurals with -s, -es, and -ies (5)
		Use regular plurals with -s, -es, -ies, and -ves (5)
		Form and use irregular plurals (5)
		To be: use the correct form (5)
		To have: use the correct form (5)
		Identify articles (5)
		Put the sentences in order (5-Q.1)
		Use coordinating conjunctions (5-Q.2)
		Choose the best transition (5-Q.3)
		Order items from most general to most specific (5-Q.4)
		Organize information by topic (5-Q.5)
		Remove the sentence that does not belong (5-Q.6)
Production: Writing production includes volume and clarity of writing, the writing process, and research.	5.W.4.P Produce clear and coherent writing, using precise language, relevant details, elaboration, and grade-appropriate conventions.	

		Choose the best topic sentence (5-R.1)
		Choose the best concluding sentence (5-R.2)
		Choose reasons to support an opinion (5-T.3)
		Identify supporting details in literary texts (5-T.4)
		Identify supporting details in informational texts (5-T.5)
		Show character emotions and traits (5-U.1)
		Revise the sentence using a stronger verb (5-U.2)
		Add imagery to stories (5-U.3)
		Create varied sentences based on models (5-V.1)
		Use the correct frequently confused word (5-W.1)
		Correct errors with frequently confused words (5-W.2)
		Identify and correct plagiarism (5-X.1)

		Describe the difference between related words (5-GG.1)
		Positive and negative connotation (5-GG.2)
		Identify the complete subject or complete predicate of a sentence (5-JJ.2)
		Identify the simple subject or predicate of a sentence (5-JJ.3)
		Is it a complete sentence or a fragment? (5-JJ.4)
		Is it a complete sentence or a run-on? (5-JJ.5)
		Is it a complete sentence, a fragment, or a run-on? (5-JJ.6)
		Identify dependent and independent clauses (5-JJ.7)
		Is the sentence simple or compound? (5-JJ.8)
		Is the sentence simple, compound, or complex? (5-JJ.9)

		Create compound sentences (5-JJ.10)
		Order the words to create a sentence (5-JJ.11)
		Form plurals of nouns ending in f, fe, o, and y (5-KK.3)
		Form and use plurals of nouns ending in f, fe, o, and y (5-KK.4)
		Form plurals: review (5-KK.5)
		Form and use plurals: review (5-KK.6)
		Identify plurals, singular possessives, and plural possessives (5-KK.7)
		Form the singular or plural possessive (5-KK.8)
		Identify and correct errors with plural and possessive nouns (5-KK.9)
		Choose between subject and object personal pronouns (5-LL.2)
		Replace the noun with a personal pronoun (5-LL.3)

		Compound subjects and objects with "I" and "me" (5-LL.4)
		Compound subjects and objects with personal pronouns (5-LL.5)
		Use possessive pronouns (5-LL.6)
		Choose between personal and reflexive pronouns (5-LL.7)
		Use reflexive pronouns (5-LL.8)
		Identify relative pronouns (5-LL.9)
		Use relative pronouns: who and whom (5-LL.10)
		Use relative pronouns: who, whom, whose, which, and that (5-LL.11)
		What does the modal verb show? (5-MM.2)
		Use the correct modal verb (5-MM.3)
		Use the correct subject or verb (5-NN.1)

		Use the correct subject or verb – with compound subjects (5-NN.2)
		Form and use the regular past tense (5-OO.2)
		Form and use the irregular past tense (5-OO.3)
		Form and use the simple past, present, and future tense (5-OO.4)
		Correct inappropriate shifts in verb tense (5-OO.5)
		Use the progressive verb tenses (5-OO.6)
		Form the progressive verb tenses (5-OO.7)
		Choose between the past tense and past participle (5-OO.8)
		Use the perfect verb tenses (5-OO.9)
		Form the perfect verb tenses (5-OO.10)
		Order adjectives (5-PP.2)
		Use relative adverbs (5-PP.4)

		Choose between adjectives and adverbs (5-PP.5)
		Use adjectives to compare (5-PP.7)
		Spell adjectives that compare (5-PP.8)
		Use adjectives with more and most (5-PP.9)
		Use adverbs to compare (5-PP.10)
		Identify prepositions (5-QQ.1)
		Identify prepositions and their objects (5-QQ.2)
		Identify prepositional phrases (5-QQ.3)
		Prepositions: review (5-QQ.4)
		Use the correct pair of correlative conjunctions (5-RR.3)
		Fill in the missing correlative conjunction (5-RR.4)
		Pronoun-verb contractions (5-SS.1)
		Contractions with "not" (5-SS.2)
		Commas with a series (5-TT.1)

		Commas with dates and places (5-TT.2)
		Commas with direct addresses (5-TT.3)
		Commas with introductory elements (5-TT.4)
		Commas with compound and complex sentences (5-TT.5)
		Commas: review (5-TT.6)
		Correct capitalization errors (5-UU.1)
		Capitalizing titles (5-UU.2)
		Formatting titles (5-VV.1)
		Formatting and capitalizing titles (5-VV.2)
		Formatting street addresses (5-VV.3)
		Punctuating dialogue (5-VV.4)
		Use personification (5)
		Use semicolons, colons, and commas with lists (5)
		Use hyphens in compound adjectives (5)
		Identify counterclaims (5)

		Identify time-order words (5)
		Use linking words in paragraphs (5)
		Transitions with conjunctive adverbs (5)
		Good, better, best, bad, worse, and worst (5)
		Formatting quotations and dialogue (5)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (5)
		Put the sentences in order (5-Q.1)
		Order items from most general to most specific (5-Q.4)
		Organize information by topic (5-Q.5)
		Remove the sentence that does not belong (5-Q.6)
		Choose the best topic sentence (5-R.1)
		Choose the best concluding sentence (5-R.2)
		Identify an author's statement of opinion (5-T.2)

5.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.

		Choose reasons to support an opinion (5-T.3)
		Identify supporting details in literary texts (5-T.4)
		Identify supporting details in informational texts (5-T.5)
	5.W.6.P Use transitional words, phrases, and clauses to connect ideas.	Use coordinating conjunctions (5-Q.2)
		Choose the best transition (5-Q.3)
		Use the correct pair of correlative conjunctions (5-RR.3)
		Fill in the missing correlative conjunction (5-RR.4)
		Transitions with conjunctive adverbs (5)
		Use linking words in paragraphs (5)
	5.W.7.P Plan and revise writing by expanding or combining sentences for meaning, interest, and style.	Which sentence is more formal? (5-C.2)
		Choose the best transition (5-Q.3)
		Remove the sentence that does not belong (5-Q.6)

		Show character emotions and traits (5-U.1)
		Revise the sentence using a stronger verb (5-U.2)
		Add imagery to stories (5-U.3)
		Create varied sentences based on models (5-V.1)
		Create compound sentences (5-JJ.10)
		Commas with compound and complex sentences (5-TT.5)
		Transitions with conjunctive adverbs (5)
		Use linking words in paragraphs (5)
		Compare passages for tone (5)
		Correct errors with frequently confused words (5-W.2)
		Correct errors with signs (5-W.3)
		Identify and correct plagiarism (5-X.1)
		Is it a complete sentence or a fragment? (5-JJ.4)
		Is it a complete sentence or a run-on? (5-JJ.5)

5.W.8.P Edit writing to include K-5 language conventions for publishing.

		Is it a complete sentence, a fragment, or a run-on? (5-JJ.6)
		Identify and correct errors with plural and possessive nouns (5-KK.9)
		Correct inappropriate shifts in verb tense (5-OO.5)
		Commas: review (5-TT.6)
		Correct capitalization errors (5-UU.1)
		Formatting titles (5-VV.1)
		Formatting and capitalizing titles (5-VV.2)
		Formatting street addresses (5-VV.3)
		Punctuating dialogue (5-VV.4)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (5)
		Determine the main idea of a passage (5-A.2)
		Identify supporting details in literary texts (5-T.4)

5.W.9.P Conduct short research, using quotations and summaries from relevant sources or experiences to produce a written product.

		Identify supporting details in informational texts (5-T.5)
		Identify and correct plagiarism (5-X.1)
		Order items from most general to most specific (5-Q.4)
		Organize information by topic (5-Q.5)
		Identify and correct plagiarism (5-X.1)
	5.W.10.P Take notes, sort evidence into categories, and include a list of sources.	Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (5)
Structures: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		Use relative pronouns: who and whom (5-LL.10)
	5.L.1.S Use relative pronouns (e.g., who, which, that, whose, whom).	Use relative pronouns: who, whom, whose, which, and that (5-LL.11)
	5.L.2.S Use demonstrative adjectives (e.g., this, that, these, those).	Demonstrative Adjective Usage (5)
		What does the modal verb show? (5-MM.2)
		Use the correct modal verb (5-MM.3)
		Is the sentence in the past, present, or future tense? (5-OO.1)
	5.L.3.S Use verb tense to convey various times, sequences, states, and conditions.	

		Form and use the regular past tense (5-OO.2)
		Form and use the irregular past tense (5-OO.3)
		Form and use the simple past, present, and future tense (5-OO.4)
		Use the progressive verb tenses (5-OO.6)
		Form the progressive verb tenses (5-OO.7)
		Choose between the past tense and past participle (5-OO.8)
		Use the perfect verb tenses (5-OO.9)
		Form the perfect verb tenses (5-OO.10)
	5.L.4.S Use forms of be (e.g., am, is, are, was, were).	To be: use the correct form (5)
	5.L.5.S Use subject/verb agreement.	Use the correct subject or verb (5-NN.1)
		Use the correct subject or verb – with compound subjects (5-NN.2)
	5.L.6.S Use comparative and superlative adverbs (e.g., worse, worst).	Use adverbs to compare (5-PP.10)
	5.L.7.S Use conjunctions to produce compound and complex sentences.	Use coordinating conjunctions (5-Q.2)

		Create compound sentences (5-JJ.10)
		Use the correct pair of correlative conjunctions (5-RR.3)
		Fill in the missing correlative conjunction (5-RR.4)
	5.L.8.S Use correlative conjunctions (e.g., either/or; neither/nor).	Use the correct pair of correlative conjunctions (5-RR.3)
		Fill in the missing correlative conjunction (5-RR.4)
	5.L.9.S Use prepositional phrases as adjectives (e.g., The house on the left...).	Identify prepositional phrases (5-QQ.3)
		Prepositions: review (5-QQ.4)
		Use coordinating conjunctions (5-Q.2)
		Create varied sentences based on models (5-V.1)
		Identify dependent and independent clauses (5-JJ.7)
		Is the sentence simple or compound? (5-JJ.8)
	5.L.10.S Produce a variety of simple, compound, and complex sentences.	

		Is the sentence simple, compound, or complex? (5-JJ.9)
		Create compound sentences (5-JJ.10)
		Order the words to create a sentence (5-JJ.11)
		Use the correct pair of correlative conjunctions (5-RR.3)
		Fill in the missing correlative conjunction (5-RR.4)
		Commas with introductory elements (5-TT.4)
		Commas with compound and complex sentences (5-TT.5)
Conventions: Conventions involve the correct use of mechanics in writing.	5.L.11.C Use correct capitalization.	Correct capitalization errors (5-UU.1)
		Capitalizing titles (5-UU.2)
	5.L.12.C Capitalize dialogue.	Punctuating dialogue (5-VV.4)
	5.L.13.C Use end marks in dialogue.	Punctuating dialogue (5-VV.4)
	5.L.14.C Use end marks in quotations.	Identify and correct plagiarism (5-X.1)
		Formatting quotations and dialogue (5)

	5.L.15.C Use commas in dialogue.	Punctuating dialogue (5-VV.4)
		Identify and correct plagiarism (5-X.1)
	5.L.16.C Use commas in quotations from a text.	Formatting quotations and dialogue (5)
		Commas with direct addresses (5-TT.3)
	5.L.17.C Use commas to separate an introductory element.	Commas with introductory elements (5-TT.4)
	5.L.18.C Use commas with words "yes" and "no."	Commas with introductory elements (5-TT.4)
	5.L.19.C Use quotation marks in dialogue.	Punctuating dialogue (5-VV.4)
		Identify and correct plagiarism (5-X.1)
	5.L.20.C Use quotation marks in quotations from a text.	Formatting quotations and dialogue (5)

Grade 6 English Language Arts

Our 6th Grade English Language Arts course aligns with Arkansas Academic Standards to develop critical reading, writing, and language skills essential for middle school success. Students engage with complex texts, enhancing their ability to comprehend, analyze, and respond to literary and informational content. The curriculum emphasizes advanced reading strategies, including determining central ideas and themes, citing textual evidence, and drawing inferences. Vocabulary expansion focuses on context clues, word relationships, and Greek and Latin roots, with emphasis on multiple-meaning words. Writing instruction covers argumentative, informative/explanatory, and narrative pieces, teaching students to support claims with evidence, organize ideas effectively, and use descriptive details and well-structured sequences. The course develops complex sentence structures, including compound-complex sentences with various clauses and conjunctions. Grammar and language conventions are integrated throughout, focusing on verb tenses, pronoun-antecedent agreement, and effective use of

modifiers. The mastery-based approach ensures that each student thoroughly grasps concepts before progressing, guaranteeing no gaps in learning. By year's end, students will demonstrate improved critical thinking, effective expression in various writing formats, and deeper understanding of language structures, preparing them for advanced language arts studies.

Description	State Standard	Lesson name
	6.RC.1.RF Provide an objective summary of a text.	Summarize a story (6)
		Determine the central idea of a passage (6)
		Combine main ideas from two texts (6-A.2)
		Match the quotations with their themes (6-B.1)
		Determine the themes of short stories (6-B.2)
		Analyze short stories (6-G.3)
		Read about animals (6-H.1)
		Read about famous places (6-H.2)
		Read passages about business and technology (6-H.3)
		Read about science and nature (6-H.4)
		Read about history (6-H.5)
		Trace an argument (6-I.1)
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.	6.RC.2.RF Determine how a central idea and/or theme of a text is conveyed through supporting details.	

		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 1 (6-K.1)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 2 (6-K.2)
		Compare information from two texts (6-L.1)
		Identify supporting details in informational texts (6-Q.1)
		Identify supporting details in literary texts (6-Q.2)
		Match the quotations with their themes (6-B.1)
		Determine the themes of short stories (6-B.2)
		Compare and contrast in informational texts (6-E.1)
		Match causes and effects in informational texts (6-E.2)
		Match problems with their solutions (6-E.3)
	6.RC.3.RF Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.	

		Draw inferences from literary texts (6-G.2)
		Analyze short stories (6-G.3)
		Trace an argument (6-I.1)
		Analyze passages from The Lightning Thief: Part 1 (6-J.1)
		Analyze passages from The Lightning Thief: Part 2 (6-J.2)
		Analyze passages from Roll of Thunder, Hear My Cry: Part 1 (6-J.3)
		Analyze passages from Roll of Thunder, Hear My Cry: Part 2 (6-J.4)
		Analyze passages from Esperanza Rising: Part 1 (6-J.5)
		Analyze passages from Esperanza Rising: Part 2 (6-J.6)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 1 (6-K.1)

		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 2 (6-K.2)
		Compare information from two texts (6-L.1)
		Identify supporting details in informational texts (6-Q.1)
		Determine the central idea of a passage (6)
		Determine the themes of short stories (6-B.2)
		Analyze short stories (6-G.3)
		Read about science and nature (6-H.4)
		Trace an argument (6-I.1)
		Analyze passages from The Lightning Thief: Part 1 (6-J.1)
		Analyze passages from The Lightning Thief: Part 2 (6-J.2)
		Analyze passages from Roll of Thunder, Hear My Cry: Part 1 (6-J.3)

6.RC.4.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

		Analyze passages from Roll of Thunder, Hear My Cry: Part 2 (6-J.4)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 1 (6-K.1)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 2 (6-K.2)
		Compare two texts with different genres (6-L.2)
		Determine the meaning of domain-specific words with pictures (6-CC.1)
Reading Literature: Reading Literary includes skills that are specific to literature.	6.RC.5.RL Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.	Analyze short stories (6-G.3)
	6.RC.6.RL Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.	Identify story elements (6)
		Match the quotations with their themes (6-B.1)
		Determine the themes of short stories (6-B.2)
		Analyze short stories (6-G.3)

		Label the rhyme scheme (6-G.4)
		Analyze passages from The Lightning Thief: Part 1 (6-J.1)
		Analyze passages from The Lightning Thief: Part 2 (6-J.2)
		Analyze passages from Roll of Thunder, Hear My Cry: Part 1 (6-J.3)
		Analyze passages from Roll of Thunder, Hear My Cry: Part 2 (6-J.4)
		Analyze passages from Esperanza Rising: Part 1 (6-J.5)
		Analyze passages from Esperanza Rising: Part 2 (6-J.6)
	6.RC.7.RL Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.	Identify the narrative point of view (6-G.1)
	6.RC.8.RL Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is: imagined when reading a text and observed when listening and/or watching.	Media Text Comparison (6)
	6.RC.9.RL Examine two texts of varying structures or genres that have similar themes and/or topics.	Compare two texts with different genres (6-L.2)

	6.RC.10.RL Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.	Match the quotations with their themes (6-B.1)
		Determine the themes of short stories (6-B.2)
Reading Information: Reading Information includes skills that are specific to non-fiction texts.	6.RC.11.RI Describe how a central individual, event, or idea is introduced and developed in a text.	Compare and contrast in informational texts (6-E.1)
		Match causes and effects in informational texts (6-E.2)
		Match problems with their solutions (6-E.3)
		Identify text structures (6-E.4)
		Read about science and nature (6-H.4)
		Trace an argument (6-I.1)
		Identify supporting details in informational texts (6-Q.1)
	6.RC.12.RI Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.	Compare and contrast in informational texts (6-E.1)
		Match causes and effects in informational texts (6-E.2)
		Match problems with their solutions (6-E.3)
		Identify text structures (6-E.4)

		Trace an argument (6-I.1)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 1 (6-K.1)
		Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 2 (6-K.2)
		Analyze passages from I Am Malala: Part 1 (6-K.3)
		Analyze passages from I Am Malala: Part 2 (6-K.4)
		Organize information by topic (6-N.2)
	6.RC.13.RI Determine how an author's purpose, point of view, and/or perspective is conveyed in a text.	Identify the author's purpose (6-C.1)
		Trace an argument (6-I.1)
		Compare information from two texts (6-L.1)
	6.RC.14.RI Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).	Compare illustrations of literary and historical subjects (6-M.1)

		Read graphic organizers (6-M.2)
	6.RC.15.RI Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.	Trace an argument (6-I.1)
		Classify logical fallacies (6-O.4)
		Identify supporting details in informational texts (6-Q.1)
	6.RC.16.RI Compare and contrast two authors' presentations of an event.	Compare information from two texts (6-L.1)
		Compare two texts with different genres (6-L.2)
	6.RC.17.RI Identify the central idea in a nonfiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.	Determine the central idea of a passage (6)
		Identify the author's purpose (6-C.1)
		Organize information by topic (6-N.2)
		Distinguish facts from opinions (6-O.1)
		Choose evidence to support a claim (6-O.2)
		Classify logical fallacies (6-O.4)
		Identify supporting details in informational texts (6-Q.1)
Style: Writing style includes different types of writing for different purposes.	6.W.1.S Write an argument, using clear reasons and supporting evidence: introduce claims and support claims with credible sources.	

		Identify supporting details in literary texts (6-Q.2)
		Which is a thesis statement? (6)
		Choose the best concluding sentence (6)
		Compare and contrast in informational texts (6-E.1)
		Match causes and effects in informational texts (6-E.2)
		Match problems with their solutions (6-E.3)
		Identify text structures (6-E.4)
		Order topics from broadest to narrowest (6-N.1)
		Organize information by topic (6-N.2)
		Distinguish facts from opinions (6-O.1)
		Choose evidence to support a claim (6-O.2)
		Classify logical fallacies (6-O.4)
		Identify supporting details in informational texts (6-Q.1)

6.W.2.S Write to inform about a topic: organize ideas, concepts, and information; and use relevant facts, definitions, concrete details, and quotations.

		Identify supporting details in literary texts (6-Q.2)
		Choose the best topic sentence (6)
	6.W.3.S Write to express real or imagined experiences and/or events: use relevant descriptive details, organize well-structured event sequences, and use narrative techniques (e.g., dialogue, sequencing, description, characterization).	Put the sentences in order (6)
		Show character emotions and traits (6)
		Add imagery to stories (6)
		Identify sensory details (6-F.1)
		Identify the narrative point of view (6-G.1)
		Revise the sentence using a stronger verb (6-P.3)
		Formatting quotations and dialogue (6-SS.4)
		Identify sensory details (6-F.1)
		Identify supporting details in informational texts (6-Q.1)
		Identify supporting details in literary texts (6-Q.2)
		Describe the difference between related words (6-Z.1)
Production: Writing production includes volume and clarity of writing and the writing process.	6.W.4.P Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.	

		Positive and negative connotation (6-Z.2)
		Remove redundant words or phrases (6)
	6.W.5.P Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.	Put the sentences in order (6)
		Choose the best concluding sentence (6)
		Order topics from broadest to narrowest (6-N.1)
		Organize information by topic (6-N.2)
		Remove the sentence that does not belong (6-N.3)
		Which is a thesis statement? (6)
		Choose the best topic sentence (6)
	6.W.6.P Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).	Create varied sentences based on models (6-P.2)
		Is the sentence declarative, interrogative, imperative, or exclamatory? (6-EE.1)
		Is it a complete sentence or a fragment? (6-EE.5)
		Is it a complete sentence or a run-on? (6-EE.6)

		Is it a complete sentence, a fragment, or a run-on? (6-EE.7)
		Identify dependent and independent clauses (6-EE.8)
		Is the sentence simple, compound, or complex? (6-EE.9)
	6.W.7.P Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.	Transitions with conjunctive adverbs (6-R.1)
		Use coordinating conjunctions (6-OO.1)
		Use the correct pair of correlative conjunctions (6-OO.4)
		Choose the best transition (6)
		Identify the author's purpose (6-C.1)
		Compare and contrast in informational texts (6-E.1)
		Match causes and effects in informational texts (6-E.2)
		Match problems with their solutions (6-E.3)
		Identify text structures (6-E.4)
	6.W.8.P Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	

		Order topics from broadest to narrowest (6-N.1)
		Organize information by topic (6-N.2)
		Remove the sentence that does not belong (6-N.3)
	6.W.9.P Develop writing stamina during single sessions and over extended periods of time.	Elaborate on Paragraphs (6)
		Elaborate on multiple paragraph outlines (6)
		Organize information by topic (6-N.2)
		Remove the sentence that does not belong (6-N.3)
		Correct errors with frequently confused words (6-S.2)
		Correct errors with signs (6-S.3)
		Correct errors in everyday use (6-S.4)
		Suggest appropriate revisions (6-S.5)
		Identify and correct plagiarism (6-T.5)
		Is it a complete sentence or a fragment? (6-EE.5)
		Is it a complete sentence or a run-on? (6-EE.6)
	6.W.10.P Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose.	

		Is it a complete sentence, a fragment, or a run-on? (6-EE.7)
		Identify and correct errors with plural and possessive nouns (6-FF.8)
		Identify vague pronoun references (6-GG.3)
		Correct inappropriate shifts in pronoun number and person (6-GG.5)
		Use relative pronouns: who, whom, whose, which, and that (6-HH.10)
		Use the correct modal verb (6-II.5)
		Use the correct subject or verb (6-JJ.1)
		Use the correct verb – with compound subjects (6-JJ.2)
		Simple past, present, and future tense: review (6-KK.2)
		Correct inappropriate shifts in verb tense (6-KK.3)
		Use the progressive verb tenses (6-KK.4)

		Form the progressive verb tenses (6-KK.5)
		Choose between the past tense and past participle (6-KK.6)
		Use the perfect verb tenses (6-KK.7)
		Form the perfect verb tenses (6-KK.8)
		Order adjectives (6-LL.2)
		Use relative adverbs (6-LL.4)
		Choose between adjectives and adverbs (6-LL.5)
		Is the word an adjective or adverb? (6-LL.6)
		Good, better, best, bad, worse, and worst (6-LL.8)
		Well, better, best, badly, worse, and worst (6-LL.10)
		Commas with series, dates, and places (6-QQ.1)
		Commas with compound and complex sentences (6-QQ.2)

		Commas with direct addresses, introductory words, interjections, and interrupters (6-QQ.3)
		Commas with coordinate adjectives (6-QQ.4)
		Commas: review (6-QQ.5)
		Commas with nonrestrictive elements (6-QQ.7)
		Correct capitalization errors (6-RR.1)
		Capitalizing titles (6-RR.2)
	6.W.11.P Include headings and graphics to clarify information.	Visual Information Organization (6)
		Which sentence is more formal? (6-C.2)
		Identify and correct plagiarism (6-T.5)
		Is it a complete sentence or a fragment? (6-EE.5)
		Is it a complete sentence or a run-on? (6-EE.6)
		Is it a complete sentence, a fragment, or a run-on? (6-EE.7)
	6.W.12.P Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.	

		Form plurals of nouns ending in f, fe, o, and y (6-FF.2)
		Form and use plurals of nouns ending in f, fe, o, and y (6-FF.3)
		Form plurals: review (6-FF.4)
		Form and use plurals: review (6-FF.5)
		Form the singular or plural possessive (6-FF.7)
		Identify and correct errors with plural and possessive nouns (6-FF.8)
		Use the pronoun that agrees with the antecedent (6-GG.2)
		Identify vague pronoun references (6-GG.3)
		Correct inappropriate shifts in pronoun number and person (6-GG.5)
		Choose between subject and object pronouns (6-HH.1)
		Compound subjects and objects with "I" and "me" (6-HH.2)

		Compound subjects and objects with pronouns (6-HH.3)
		Use possessive pronouns (6-HH.4)
		Choose between personal and reflexive pronouns (6-HH.5)
		Use reflexive pronouns (6-HH.6)
		Use relative pronouns: who and whom (6-HH.9)
		Use relative pronouns: who, whom, whose, which, and that (6-HH.10)
		Use the correct modal verb (6-II.5)
		Use the correct subject or verb (6-JJ.1)
		Use the correct verb – with compound subjects (6-JJ.2)
		Irregular past tense: review (6-KK.1)
		Simple past, present, and future tense: review (6-KK.2)
		Correct inappropriate shifts in verb tense (6-KK.3)

		Use the progressive verb tenses (6-KK.4)
		Form the progressive verb tenses (6-KK.5)
		Choose between the past tense and past participle (6-KK.6)
		Use the perfect verb tenses (6-KK.7)
		Form the perfect verb tenses (6-KK.8)
		Order adjectives (6-LL.2)
		Use relative adverbs (6-LL.4)
		Choose between adjectives and adverbs (6-LL.5)
		Is the word an adjective or adverb? (6-LL.6)
		Form and use comparative and superlative adjectives (6-LL.7)
		Good, better, best, bad, worse, and worst (6-LL.8)
		Form and use comparative and superlative adverbs (6-LL.9)

		Well, better, best, badly, worse, and worst (6-LL.10)
		Use coordinating conjunctions (6-OO.1)
		Use the correct pair of correlative conjunctions (6-OO.4)
		Fill in the missing correlative conjunction (6-OO.5)
		Pronoun-verb contractions (6-PP.1)
		Contractions with "not" (6-PP.2)
		Commas with series, dates, and places (6-QQ.1)
		Commas with compound and complex sentences (6-QQ.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (6-QQ.3)
		Commas with coordinate adjectives (6-QQ.4)
		Commas: review (6-QQ.5)

		What does the punctuation suggest? (6-QQ.6)
		Commas with nonrestrictive elements (6-QQ.7)
		Use dashes (6-QQ.8)
		Correct capitalization errors (6-RR.1)
		Capitalizing titles (6-RR.2)
		Formatting titles (6-SS.1)
		Formatting and capitalizing titles: review (6-SS.2)
		Formatting street addresses (6-SS.3)
		Formatting quotations and dialogue (6-SS.4)
		Use hyphens in compound adjectives (6)
		Misplaced modifiers with pictures (6)
		Use semicolons and commas to separate clauses (6)
		Decide whether ellipses are used appropriately (6)
Research: Research includes identifying a topic, gathering information, and assessing sources.	6.W.13.R Conduct research to answer a question.	Identify relevant sources (6-T.1)

	6.W.14.R Assess credible sources.	Distinguish facts from opinions (6-O.1)
		Classify logical fallacies (6-O.4)
		Evaluate newspaper headlines for bias (6-T.2)
		Identify appeals to ethos, logos, and pathos in advertisements (6)
	6.W.15.R Quote or paraphrase data and conclusions, crediting sources and/or authors.	Use in-text citations (MLA 8th–9th editions) (6-T.4)
		Identify and correct plagiarism (6-T.5)
	6.W.16.R Provide basic and consistent bibliographic information for sources.	Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (6-T.3)
		Use in-text citations (MLA 8th–9th editions) (6-T.4)
	6.V.1 Use general academic and content-specific words and phrases accurately.	Use academic vocabulary in context: informational (6-BB.6)
		Determine the meaning of domain-specific words with pictures (6-CC.1)
		Use Greek and Latin roots as clues to the meanings of words (6-V.1)

Vocabulary: Vocabulary includes understanding and using words to communicate effectively.	6.V.2 Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.	

		Use the meanings of words as clues to the meanings of Greek and Latin roots (6-V.2)
		Use words as clues to the meanings of Greek and Latin roots (6-V.3)
		Determine the meanings of Greek and Latin roots (6-V.4)
		Determine the meanings of words with Greek and Latin roots (6-V.5)
	6.V.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: use common Greek or Latin affixes and roots (i.e., morphology); trace the origins of words (i.e., etymology); use context; consult reference materials to clarify pronunciation and/or parts of speech; and use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.	Multiple-meaning words with pictures (6)
		Words with pre- (6-U.1)
		Words with re- (6-U.2)
		Words with sub- (6-U.3)
		Words with mis- (6-U.4)
		Words with un-, dis-, in-, im-, and non- (6-U.5)
		Words with -ful (6-U.6)
		Words with -less (6-U.7)
		Words with -able and -ible (6-U.8)

		Use Greek and Latin roots as clues to the meanings of words (6-V.1)
		Use the meanings of words as clues to the meanings of Greek and Latin roots (6-V.2)
		Use words as clues to the meanings of Greek and Latin roots (6-V.3)
		Determine the meanings of Greek and Latin roots (6-V.4)
		Determine the meanings of words with Greek and Latin roots (6-V.5)
		Find synonyms in context (6-W.2)
		Find antonyms in context (6-W.4)
		Which definition matches the sentence? (6-X.2)
		Which sentence matches the definition? (6-X.3)
		Describe the difference between related words (6-Z.1)

		Positive and negative connotation (6-Z.2)
		Analogies (6-AA.1)
		Analogies: challenge (6-AA.2)
		Find words using context (6-BB.1)
		Determine the meaning of words using synonyms in context (6-BB.2)
		Determine the meaning of words using antonyms in context (6-BB.3)
		Use context to identify the meaning of a word (6-BB.4)
		Use dictionary entries (6-DD.3)
		Use dictionary definitions (6-DD.4)
		Use thesaurus entries (6-DD.5)
		Sort words with shared suffixes by part of speech (6)
		Revise the sentence using a stronger verb (6-P.3)
		Describe the difference between related words (6-Z.1)

6.V.4 Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.

		Positive and negative connotation (6-Z.2)
		Which sentence is more formal? (6-C.2)
		Compare passages for tone (6-C.3)
	6.V.5 Determine how word choice contributes to the meaning, style, and/or tone of a text.	Analyze the effects of figures of speech on meaning and tone (6-F.5)
		Interpret the meaning of an allusion from its source (6-F.2)
		Interpret figures of speech (6-F.3)
		Analyze the effects of figures of speech on meaning and tone (6-F.5)
		Determine the meaning of idioms from context: set 1 (6-Y.1)
	6.V.6 Demonstrate an understanding of figurative language in context, including extended metaphor and personification.	Determine the meaning of idioms from context: set 2 (6-Y.3)
Structure: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		Form plurals of nouns ending in f, fe, o, and y (6-FF.2)
		Form and use plurals of nouns ending in f, fe, o, and y (6-FF.3)
		Form plurals: review (6-FF.4)
	6.L.1.S Use nouns effectively: direct objects.	

		Form and use plurals: review (6-FF.5)
		Identify plurals, singular possessives, and plural possessives (6-FF.6)
		Form the singular or plural possessive (6-FF.7)
		Identify and correct errors with plural and possessive nouns (6-FF.8)
		Is it a direct object or an indirect object? (6-NN.1)
	6.L.2.S Use pronouns properly: intensive and reflexive pronouns and relative pronouns.	Choose between personal and reflexive pronouns (6-HH.5)
		Use reflexive pronouns (6-HH.6)
		Is the pronoun reflexive or intensive? (6-HH.7)
		Identify relative pronouns (6-HH.8)
		Use relative pronouns: who and whom (6-HH.9)
		Use relative pronouns: who, whom, whose, which, and that (6-HH.10)

		Identify pronouns and their antecedents (6-GG.1)
		Use the pronoun that agrees with the antecedent (6-GG.2)
		Identify vague pronoun references (6-GG.3)
		Identify all of the possible antecedents (6-GG.4)
	6.L.3.S Ensure pronouns have a clear antecedent and are appropriate in number and person.	Correct inappropriate shifts in pronoun number and person (6-GG.5)
		Identify linking verbs, predicate adjectives, and predicate nouns (6-II.3)
		What does the modal verb show? (6-II.4)
		Use the correct modal verb (6-II.5)
		Use the correct subject or verb (6-JJ.1)
		Use the correct verb – with compound subjects (6-JJ.2)
		Irregular past tense: review (6-KK.1)

6.L.4.S Use verbs effectively: perfect verb tenses, shifts in mood, subject/verb agreement, linking/be verbs.

		Simple past, present, and future tense: review (6-KK.2)
		Correct inappropriate shifts in verb tense (6-KK.3)
		Use the progressive verb tenses (6-KK.4)
		Form the progressive verb tenses (6-KK.5)
		Choose between the past tense and past participle (6-KK.6)
		Use the perfect verb tenses (6-KK.7)
		Form the perfect verb tenses (6-KK.8)
		Identify linking verbs, predicate adjectives, and predicate nouns (6-II.3)
		Order adjectives (6-LL.2)
		Form and use comparative and superlative adjectives (6-LL.7)
		Good, better, best, bad, worse, and worst (6-LL.8)
		Form and use comparative and superlative adverbs (6-LL.9)

6.L.5.S Use modifiers effectively: proper adjectives and predicate adjectives.

		Well, better, best, badly, worse, and worst (6-LL.10)
	6.L.6.S Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	Transitions with conjunctive adverbs (6-R.1)
		Identify dependent and independent clauses (6-EE.8)
		Is the sentence simple, compound, or complex? (6-EE.9)
		Use coordinating conjunctions (6-OO.1)
		Identify coordinating conjunctions (6-OO.2)
		Identify subordinating conjunctions (6-OO.3)
		Use the correct pair of correlative conjunctions (6-OO.4)
		Fill in the missing correlative conjunction (6-OO.5)
	6.L.7.C Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.	What does the punctuation suggest? (6-QQ.6)
		Commas with nonrestrictive elements (6-QQ.7)
		Use dashes (6-QQ.8)

Conventions: Conventions involve the correct use of mechanics in writing.

	6.L.8.C Use commas to set off series, phrases and clauses, and direct address.	Commas with series, dates, and places (6-QQ.1)
		Commas with compound and complex sentences (6-QQ.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (6-QQ.3)
		Commas: review (6-QQ.5)
	6.L.9.C Indicate dialogue, quotes, and titles, using quotation marks.	Formatting titles (6-SS.1)
		Formatting and capitalizing titles: review (6-SS.2)
		Formatting quotations and dialogue (6-SS.4)
	6.L.10.C Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.	Use the correct frequently confused word (6-S.1)
		Correct errors with frequently confused words (6-S.2)
		Use the correct homophone (6-X.1)
		Form plurals of nouns ending in f, fe, o, and y (6-FF.2)
		Form and use plurals of nouns ending in f, fe, o, and y (6-FF.3)

		Form plurals: review (6-FF.4)
		Form and use plurals: review (6-FF.5)
		Form the singular or plural possessive (6-FF.7)
		Identify and correct errors with plural and possessive nouns (6-FF.8)
		Irregular past tense: review (6-KK.1)
		Form and use comparative and superlative adjectives (6-LL.7)
		Form and use comparative and superlative adverbs (6-LL.9)
		Pronoun-verb contractions (6-PP.1)
		Contractions with "not" (6-PP.2)

Grade 7 English Language Arts

Our 7th Grade English Language Arts course aligns with Arkansas Academic Standards to advance critical reading, writing, and language skills. Students engage with complex texts, developing skills in analyzing central ideas, themes, and citing strong textual evidence. The curriculum emphasizes advanced reading comprehension and vocabulary expansion through various techniques, including Greek and Latin roots study. Writing instruction focuses on argumentative, informative/explanatory, and narrative pieces, teaching students to compose well-supported arguments, convey complex ideas with relevant evidence, and craft engaging narratives with descriptive details and narrative techniques. Students develop complex sentence structures using various types of clauses and conjunctions. Grammar and language conventions

are integrated throughout, emphasizing effective use of verbs, pronouns, and modifiers. The mastery-based approach ensures that each student thoroughly grasps concepts before progressing, guaranteeing no gaps in learning. By year's end, students will demonstrate improved critical thinking, effective expression in various writing formats, and deeper understanding of language structures, preparing them for advanced language arts studies and developing lifelong literacy skills.

Description	State Standard	Lesson name
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.	7.RC.1.RF Provide an objective summary of a text.	Provide an objective summary of an informational text that includes central ideas, supporting details, and retains overall meaning. (7)
	7.RC.2.RF Determine how a central idea and/or theme of a text is developed through supporting details.	Determine the central idea of a passage (7)
		Match the quotations with their themes (7-B.1)
		Determine the themes of short stories (7-B.2)
		Analyze short stories (7-G.3)
		Read about animals (7-H.1)
		Read about science and nature (7-H.2)
		Trace an argument (7-I.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 1 (7-K.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 2 (7-K.2)

		Analyze passages from A Night to Remember: Part 1 (7-K.3)
		Analyze passages from A Night to Remember: Part 2 (7-K.4)
		Compare information from two texts (7-L.1)
		Identify supporting details in informational texts (7-Q.1)
		Identify supporting details in literary texts (7-Q.2)
		Draw inferences from a text (7)
		Match the quotations with their themes (7-B.1)
		Determine the themes of short stories (7-B.2)
		Draw inferences from literary texts (7-G.2)
		Analyze short stories (7-G.3)
		Analyze passages from A Long Walk to Water: Part 1 (7-J.1)
		Analyze passages from A Long Walk to Water: Part 2 (7-J.2)

7.RC.3.RF Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

		Analyze passages from Anne of Green Gables: Part 1 (7-J.3)
		Analyze passages from Anne of Green Gables: Part 2 (7-J.4)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 1 (7-K.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 2 (7-K.2)
		Analyze passages from A Night to Remember: Part 1 (7-K.3)
		Analyze passages from A Night to Remember: Part 2 (7-K.4)
		Compare information from two texts (7-L.1)
		Determine the main idea of a passage (7-A.1)
		Determine the themes of short stories (7-B.2)
		Analyze short stories (7-G.3)
		Read about science and nature (7-H.2)

7.RC.4.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

		Trace an argument (7-I.1)
		Analyze passages from A Long Walk to Water: Part 1 (7-J.1)
		Analyze passages from A Long Walk to Water: Part 2 (7-J.2)
		Analyze passages from Anne of Green Gables: Part 1 (7-J.3)
		Analyze passages from Anne of Green Gables: Part 2 (7-J.4)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 1 (7-K.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 2 (7-K.2)
		Analyze passages from A Night to Remember: Part 1 (7-K.3)
		Analyze passages from A Night to Remember: Part 2 (7-K.4)
		Compare two texts with different genres (7-L.2)

		Determine the meaning of domain-specific words with pictures (7-BB.1)
	7.RC.5.RL Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.	Identify story elements (7)
		Analyze the effects of figures of speech on meaning and tone (7-F.6)
		Analyze short stories (7-G.3)
		Analyze passages from A Long Walk to Water: Part 1 (7-J.1)
		Analyze passages from A Long Walk to Water: Part 2 (7-J.2)
		Analyze passages from Anne of Green Gables: Part 1 (7-J.3)
		Analyze passages from Anne of Green Gables: Part 2 (7-J.4)
	7.RC.6.RL Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.	Identify story elements (7)
		Analyze short stories (7-G.3)
		Label the rhyme scheme (7-G.4)
		Analyze passages from A Long Walk to Water: Part 1 (7-J.1)
Reading Literature: Reading Literary includes skills that are specific to literature.		

		Analyze passages from A Long Walk to Water: Part 2 (7-J.2)
		Analyze passages from Anne of Green Gables: Part 1 (7-J.3)
		Analyze passages from Anne of Green Gables: Part 2 (7-J.4)
	7.RC.7.RL Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.	Identify the narrative point of view (7-G.1)
	7.RC.8.RL Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which: literary elements are imagined when reading a text, and multimedia techniques are observed when listening and/or watching.	Multi-Modal Text Analysis (7)
	7.RC.9.RL Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.	Compare two texts with different genres (7-L.2)
	7.RC.10.RL Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.	Match the quotations with their themes (7-B.1)
		Determine the themes of short stories (7-B.2)
Reading Information: Reading Information includes skills that are specific to non-fiction texts.	7.RC.11.RI Describe how the interactions between individuals, events, and ideas impact the development of a text.	Compare and contrast in informational texts (7-E.1)
		Match causes and effects in informational texts (7-E.2)
		Match problems with their solutions (7-E.3)

		Identify text structures (7-E.4)
		Read about science and nature (7-H.2)
		Trace an argument (7-I.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 1 (7-K.1)
		Analyze passages from Anne Frank: The Diary of a Young Girl: Part 2 (7-K.2)
		Analyze passages from A Night to Remember: Part 1 (7-K.3)
		Analyze passages from A Night to Remember: Part 2 (7-K.4)
		Identify supporting details in informational texts (7-Q.1)
		Compare and contrast in informational texts (7-E.1)
		Match causes and effects in informational texts (7-E.2)
		Match problems with their solutions (7-E.3)

7.RC.12.RI Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.

		Identify text structures (7-E.4)
		Read about animals (7-H.1)
		Read about science and nature (7-H.2)
		Trace an argument (7-I.1)
		Read graphic organizers (7-M.2)
		Organize information by topic (7-N.2)
	7.RC.13.RI Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.	Identify the author's purpose (7-C.1)
		Trace an argument (7-I.1)
		Compare information from two texts (7-L.1)
	7.RC.14.RI Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.	Compare illustrations of literary and historical subjects (7-M.1)
	7.RC.15.RI Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.	Trace an argument (7-I.1)
		Classify logical fallacies (7-O.6)
		Identify supporting details in informational texts (7-Q.1)
	7.RC.16.RI Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.	Compare information from two texts (7-L.1)

		Compare two texts with different genres (7-L.2)
	7.RC.17.RI Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.	Analyze passages from Harriet Tubman: Conductor on the Underground Railroad: Part 1 (7)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (7)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (7)
		Identify the author's purpose (7-C.1)
		Organize information by topic (7-N.2)
		Distinguish facts from opinions (7-O.1)
		Identify thesis statements (7-O.2)
		Choose evidence to support a claim (7-O.3)
		Identify counterclaims (7-O.4)
		Classify logical fallacies (7-O.6)
Style: Writing style includes different types of writing for different purposes.	7.W.1.S Compose an argument, using clear reasons and supporting evidence: introduce claims., acknowledge alternate or opposing claims, and support claims with credible sources.	

		Identify supporting details in informational texts (7-Q.1)
		Identify supporting details in literary texts (7-Q.2)
		Evaluate newspaper headlines for bias (7-T.2)
		Compare and contrast in informational texts (7-E.1)
		Match causes and effects in informational texts (7-E.2)
		Match problems with their solutions (7-E.3)
		Identify text structures (7-E.4)
		Order topics from broadest to narrowest (7-N.1)
		Organize information by topic (7-N.2)
		Distinguish facts from opinions (7-O.1)
		Choose evidence to support a claim (7-O.3)
		Classify logical fallacies (7-O.6)

7.W.2.S Write to inform about a topic: introduce a topic with a preview of what is to follow; convey ideas, concepts, and information; and choose relevant facts, definitions, concrete details, quotations, and examples.

		Identify supporting details in informational texts (7-Q.1)
		Identify supporting details in literary texts (7-Q.2)
		Choose the topic sentence that best captures the main idea (7)
	7.W.3.S Write to express real or imagined experiences and/or events: establish the topic, context, narrative elements, and point of view and/or perspective; use relevant, descriptive details and precise language; develop well-structured event sequences; and use narrative techniques (e.g., dialogue, pacing, description).	Show character emotions and traits (7)
		Compare passages for tone (7-C.3)
		Identify sensory details (7-F.1)
		Identify the narrative point of view (7-G.1)
		Use personification (7-P.1)
		Describe the difference between related words (7-Y.1)
		Positive and negative connotation (7-Y.2)
		Formatting quotations and dialogue (7-VV.4)
Production: Writing production includes volume and clarity of writing and the writing process.	7.W.4.P Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Identify the author's purpose (7-C.1)

		Compare and contrast in informational texts (7-E.1)
		Match causes and effects in informational texts (7-E.2)
		Match problems with their solutions (7-E.3)
		Identify text structures (7-E.4)
		Order topics from broadest to narrowest (7-N.1)
		Organize information by topic (7-N.2)
		Remove the sentence that does not belong (7-N.3)
	7.W.5.P Organize writing logically, constructing an introduction, body, conclusion, and/or reflection when appropriate.	Order topics from broadest to narrowest (7-N.1)
		Organize information by topic (7-N.2)
		Identify thesis statements (7-O.2)
		Choose the topic sentence that best captures the main idea (7)
		Create varied sentences based on models (7-P.2)

7.W.6.P Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).

		Is the sentence declarative, interrogative, imperative, or exclamatory? (7-DD.1)
		Is it a complete sentence or a fragment? (7-DD.5)
		Is it a complete sentence or a run-on? (7-DD.6)
		Is it a complete sentence, a fragment, or a run-on? (7-DD.7)
		Identify dependent and independent clauses (7-EE.3)
		Is the sentence simple, compound, complex, or compound-complex? (7-EE.4)
		Combine sentences using relative clauses (7-EE.5)
	7.W.7.P Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, reasons, and/or evidence about a topic.	Remove redundant words or phrases (7-R.3)
		Describe the difference between related words (7-Y.1)
		Positive and negative connotation (7-Y.2)

		Use coordinating conjunctions (7)
		Transitions with conjunctive adverbs (7-R.1)
	7.W.8.P Choose a variety of transition words, phrases, and clauses to convey sequence, to signal shifts from one time or setting to another, and/or to clarify the relationships among ideas.	Use the correct pair of correlative conjunctions (7-OO.1)
	7.W.9.P Develop writing stamina during single sessions and over extended periods of time.	Elaborate on paragraphs (7)
		Elaborate on multiple paragraph outlines (7)
		Organize information by topic (7-N.2)
		Remove the sentence that does not belong (7-N.3)
		Create varied sentences based on models (7-P.2)
		Use parallel structure (7-R.2)
		Remove redundant words or phrases (7-R.3)
		Correct errors with frequently confused words (7-S.2)
		Correct errors with signs (7-S.3)
		Correct errors in everyday use (7-S.4)
		Suggest appropriate revisions (7-S.5)
		Identify plagiarism (7-T.5)
	7.W.10.P Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on audience.	

		Is it a complete sentence or a fragment? (7-DD.5)
		Is it a complete sentence or a run-on? (7-DD.6)
		Is it a complete sentence, a fragment, or a run-on? (7-DD.7)
		Combine sentences using relative clauses (7-EE.5)
		Identify and correct errors with plural and possessive nouns (7-FF.5)
		Use the pronoun that agrees with the antecedent (7-GG.2)
		Identify vague pronoun references (7-GG.3)
		Identify all of the possible antecedents (7-GG.4)
		Correct inappropriate shifts in pronoun number and person (7-GG.5)
		Use reflexive pronouns (7-HH.5)
		Use relative pronouns: who and whom (7-HH.7)

		Use relative pronouns: who, whom, whose, which, and that (7-HH.8)
		Correct errors with subject-verb agreement (7-JJ.1)
		Correct errors with indefinite pronoun-verb agreement (7-JJ.2)
		Use the correct verb – with compound subjects (7-JJ.3)
		Simple past, present, and future tense: review (7-KK.2)
		Identify and correct inappropriate shifts in verb tense (7-KK.3)
		Form the progressive verb tenses (7-KK.4)
		Form the perfect verb tenses (7-KK.5)
		Order adjectives (7-LL.2)
		Choose between adjectives and adverbs (7-LL.4)
		Is the word an adjective or adverb? (7-LL.5)

		Good, better, best, bad, worse, and worst (7-LL.7)
		Well, better, best, badly, worse, and worst (7-LL.9)
		Misplaced modifiers with pictures (7-PP.1)
		Select the misplaced or dangling modifier (7-PP.2)
		Are the modifiers used correctly? (7-PP.3)
		What does the punctuation suggest? (7-QQ.1)
		Commas with nonrestrictive elements (7-QQ.2)
		Commas with series, dates, and places (7-RR.1)
		Commas with compound and complex sentences (7-RR.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (7-RR.3)
		Commas: review (7-RR.5)

		Use semicolons and commas to separate clauses (7-SS.1)
		Use semicolons, colons, and commas with lists (7-SS.2)
		Use dashes (7-TT.1)
		Use hyphens in compound adjectives (7-TT.2)
		Decide whether ellipses are used appropriately (7-TT.3)
		Correct capitalization errors (7-UU.1)
		Capitalizing titles (7-UU.2)
	7.W.11.P Include headings, graphics, and various multimedia to clarify information.	Multimedia Information Enhancement (7)
		Use coordinating conjunctions (7)
		Which sentence is more formal? (7-C.2)
		Identify plagiarism (7-T.5)
		Is it a complete sentence or a fragment? (7-DD.5)
		Is it a complete sentence or a run-on? (7-DD.6)

7.W.12.P Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

		Is it a complete sentence, a fragment, or a run-on? (7-DD.7)
		Form and use plurals: review (7-FF.1)
		Form and use plurals of compound nouns (7-FF.2)
		Identify plurals, singular possessives, and plural possessives (7-FF.3)
		Form the singular or plural possessive (7-FF.4)
		Identify and correct errors with plural and possessive nouns (7-FF.5)
		Use the pronoun that agrees with the antecedent (7-GG.2)
		Identify vague pronoun references (7-GG.3)
		Correct inappropriate shifts in pronoun number and person (7-GG.5)
		Choose between subject and object pronouns (7-HH.1)

		Compound subjects and objects with "I" and "me" (7-HH.2)
		Compound subjects and objects with pronouns (7-HH.3)
		Choose between personal and reflexive pronouns (7-HH.4)
		Use reflexive pronouns (7-HH.5)
		Is the pronoun reflexive or intensive? (7-HH.6)
		Use relative pronouns: who and whom (7-HH.7)
		Use relative pronouns: who, whom, whose, which, and that (7-HH.8)
		Correct errors with subject-verb agreement (7-JJ.1)
		Correct errors with indefinite pronoun-verb agreement (7-JJ.2)
		Use the correct verb – with compound subjects (7-JJ.3)
		Irregular past tense: review (7-KK.1)

		Simple past, present, and future tense: review (7-KK.2)
		Identify and correct inappropriate shifts in verb tense (7-KK.3)
		Form the progressive verb tenses (7-KK.4)
		Form the perfect verb tenses (7-KK.5)
		Identify gerunds and their functions (7-KK.6)
		Identify infinitives and infinitive phrases (7-KK.7)
		Order adjectives (7-LL.2)
		Choose between adjectives and adverbs (7-LL.4)
		Is the word an adjective or adverb? (7-LL.5)
		Form and use comparative and superlative adjectives (7-LL.6)
		Good, better, best, bad, worse, and worst (7-LL.7)

		Form and use comparative and superlative adverbs (7-LL.8)
		Well, better, best, badly, worse, and worst (7-LL.9)
		Use the correct pair of correlative conjunctions (7-OO.1)
		Select the misplaced or dangling modifier (7-PP.2)
		Are the modifiers used correctly? (7-PP.3)
		What does the punctuation suggest? (7-QQ.1)
		Commas with nonrestrictive elements (7-QQ.2)
		Commas with series, dates, and places (7-RR.1)
		Commas with compound and complex sentences (7-RR.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (7-RR.3)

		Commas with coordinate adjectives (7-RR.4)
		Commas: review (7-RR.5)
		Use semicolons and commas to separate clauses (7-SS.1)
		Use semicolons, colons, and commas with lists (7-SS.2)
		Use dashes (7-TT.1)
		Use hyphens in compound adjectives (7-TT.2)
		Decide whether ellipses are used appropriately (7-TT.3)
		Correct capitalization errors (7-UU.1)
		Capitalizing titles (7-UU.2)
		Formatting titles (7-VV.1)
		Formatting street addresses (7-VV.3)
		Formatting quotations and dialogue (7-VV.4)
Research: Research includes identifying a topic, gathering information, and assessing sources.	7.W.13.R Conduct research to explore a topic and/or answer a question, refocusing the inquiry for further research, investigation, or refinement.	Identify relevant sources (6-T.1)

		Distinguish facts from opinions (7-O.1)
		Identify appeals to ethos, pathos, and logos in advertisements (7-O.5)
		Classify logical fallacies (7-O.6)
	7.W.14.R Assess the credibility and accuracy of sources.	Evaluate newspaper headlines for bias (7-T.2)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (7-T.3)
		Use in-text citations (MLA 8th–9th editions) (7-T.4)
	7.W.15.R Quote or paraphrase data and conclusions, crediting sources and/or authors.	Identify plagiarism (7-T.5)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (7-T.3)
	7.W.16.R Follow a standard format for citation, including bibliographic information.	Use in-text citations (MLA 8th–9th editions) (7-T.4)
		Use academic vocabulary in context: informational (7-AA.5)
	7.V.1 Use general academic and content-specific words and phrases accurately.	Determine the meaning of domain-specific words with pictures (7-BB.1)

Vocabulary: Vocabulary includes understanding and using words to communicate effectively.

	7.V.2 Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.	Use Greek and Latin roots as clues to the meanings of words (7-V.1)
		Use words as clues to the meanings of Greek and Latin roots (7-V.2)
		Determine the meanings of Greek and Latin roots (7-V.3)
		Determine the meanings of words with Greek and Latin roots (7-V.4)
	7.V.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques; use common Greek or Latin affixes and roots (i.e., morphology); trace the origins of words (i.e., etymology); use context; consult reference materials to clarify pronunciation and/or parts of speech; and/or use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.	Words with pre- (7-U.1)
		Words with re- (7-U.2)
		Words with sub- (7-U.3)
		Words with mis- (7-U.4)
		Words with un-, dis-, in-, im-, and non- (7-U.5)
		Words with -ful (7-U.6)
		Words with -less (7-U.7)
		Words with -able and -ible (7-U.8)
		Use Greek and Latin roots as clues to the meanings of words (7-V.1)

		Use words as clues to the meanings of Greek and Latin roots (7-V.2)
		Determine the meanings of Greek and Latin roots (7-V.3)
		Determine the meanings of words with Greek and Latin roots (7-V.4)
		Which definition matches the sentence? (7-X.2)
		Which sentence matches the definition? (7-X.3)
		Describe the difference between related words (7-Y.1)
		Positive and negative connotation (7-Y.2)
		Analogies (7-Z.1)
		Analogies: challenge (7-Z.2)
		Find words using context (7-AA.1)
		Determine the meaning of words using synonyms in context (7-AA.2)

		Determine the meaning of words using antonyms in context (7-AA.3)
		Use context to identify the meaning of a word (7-AA.4)
		Use dictionary entries (7-CC.3)
		Use dictionary definitions (7-CC.4)
		Use thesaurus entries (7-CC.5)
	7.V.4 Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.	Revise the sentence using a stronger verb (7-P.3)
		Describe the difference between related words (7-Y.1)
		Positive and negative connotation (7-Y.2)
	7.V.5 Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.	Which sentence is more formal? (7-C.2)
		Compare passages for tone (7-C.3)
		Analyze the effects of figures of speech on meaning and tone (7-F.6)
		Label the rhyme scheme (7-G.4)

		Interpret the meaning of an allusion from its source (7-F.2)
		Interpret figures of speech (7-F.4)
	7.V.6 Demonstrate an understanding of figurative language in context, including allusions and analogies.	Analyze the effects of figures of speech on meaning and tone (7-F.6)
Structure: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		Form and use plurals: review (7-FF.1)
		Form and use plurals of compound nouns (7-FF.2)
		Identify plurals, singular possessives, and plural possessives (7-FF.3)
		Form the singular or plural possessive (7-FF.4)
		Identify and correct errors with plural and possessive nouns (7-FF.5)
	7.L.1.S Use nouns effectively: direct and indirect objects.	Is it a direct object or an indirect object? (7-NN.1)
		Choose between personal and reflexive pronouns (7-HH.4)
		Use reflexive pronouns (7-HH.5)
	7.L.2.S Use pronouns properly: intensive and reflexive pronouns and relative pronouns.	

		Is the pronoun reflexive or intensive? (7-HH.6)
		Use relative pronouns: who and whom (7-HH.7)
		Use relative pronouns: who, whom, whose, which, and that (7-HH.8)
	7.L.3.S Ensure pronouns have a clear antecedent and are appropriate in number and person.	Identify pronouns and their antecedents (7-GG.1)
		Use the pronoun that agrees with the antecedent (7-GG.2)
		Identify vague pronoun references (7-GG.3)
		Identify all of the possible antecedents (7-GG.4)
		Correct inappropriate shifts in pronoun number and person (7-GG.5)
	7.L.4.S Use verbs effectively: perfect verb tenses, shifts in mood, active and passive voice, subject/verb agreement, and linking verbs.	Identify linking verbs, predicate adjectives, and predicate nouns (7-II.2)
		Correct errors with subject-verb agreement (7-JJ.1)

		Correct errors with indefinite pronoun-verb agreement (7-JJ.2)
		Use the correct verb – with compound subjects (7-JJ.3)
		Simple past, present, and future tense: review (7-KK.2)
		Identify and correct inappropriate shifts in verb tense (7-KK.3)
		Form the progressive verb tenses (7-KK.4)
		Form the perfect verb tenses (7-KK.5)
		Rewrite the sentence in active voice (7)
		Correct errors with the indicative and subjunctive verb moods (7)
		Correct errors with verb mood (7)
		Choose between the past tense and past participle (7)
		Identify gerunds and their functions (7-KK.6)

7.L.5.S Use verbals (gerunds, participles, infinitives) correctly.

		Identify infinitives and infinitive phrases (7-KK.7)
	7.L.6.S Use modifiers effectively: proper adjectives and predicate adjectives.	Identify linking verbs, predicate adjectives, and predicate nouns (7-II.2)
		Order adjectives (7-LL.2)
		Form and use comparative and superlative adjectives (7-LL.6)
		Good, better, best, bad, worse, and worst (7-LL.7)
		Form and use comparative and superlative adverbs (7-LL.8)
		Well, better, best, badly, worse, and worst (7-LL.9)
	7.L.7.S Correct misplaced and dangling modifiers.	Misplaced modifiers with pictures (7-PP.1)
		Select the misplaced or dangling modifier (7-PP.2)
		Are the modifiers used correctly? (7-PP.3)
	7.L.8.S Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	Use coordinating conjunctions (7)

		Identify subordinating conjunctions (7)
		Transitions with conjunctive adverbs (7-R.1)
		Identify dependent and independent clauses (7-EE.3)
		Is the sentence simple, compound, complex, or compound-complex? (7-EE.4)
		Use the correct pair of correlative conjunctions (7-OO.1)
		Is it a complete sentence, a fragment, or a run-on? (7-DD.7)
		Is it a phrase or a clause? (7-EE.1)
		Identify appositives and appositive phrases (7-EE.2)
		Identify dependent and independent clauses (7-EE.3)
		Identify gerunds and their functions (7-KK.6)
		Identify infinitives and infinitive phrases (7-KK.7)

7.L.9.S Identify types of phrases and clauses based on their functions in sentences.

		Identify prepositional phrases (7-MM.1)
	7.L.10.S Choose language that precisely expresses ideas, eliminating redundancy.	Remove redundant words or phrases (7-R.3)
		Describe the difference between related words (7-Y.1)
		Positive and negative connotation (7-Y.2)
	7.L.11.C Set off restrictive, nonrestrictive, and parenthetical elements, using commas, parentheses, dashes.	What does the punctuation suggest? (7-QQ.1)
		Commas with nonrestrictive elements (7-QQ.2)
		Use dashes (7-TT.1)
		Commas with nonrestrictive elements (7-QQ.2)
		Commas with series, dates, and places (7-RR.1)
		Commas with compound and complex sentences (7-RR.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (7-RR.3)
Conventions: Conventions involve the correct use of mechanics in writing.	7.L.12.C Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.	

		Commas with coordinate adjectives (7-RR.4)
		Commas: review (7-RR.5)
	7.L.13.C Join elements of a series when individual items of the series already include commas, using a semicolon.	Use semicolons, colons, and commas with lists (7-SS.2)
	7.L.14.C Indicate dialogue, quotes, and titles, using quotation marks.	Formatting titles (7-VV.1)
		Formatting and capitalizing titles: review (7-VV.2)
		Formatting quotations and dialogue (7-VV.4)
		Use the correct frequently confused word (7-S.1)
		Correct errors with frequently confused words (7-S.2)
		Use the correct homophone (7-X.1)
		Form and use plurals: review (7-FF.1)
		Form the singular or plural possessive (7-FF.4)
		Identify and correct errors with plural and possessive nouns (7-FF.5)
		Irregular past tense: review (7-KK.1)
	7.L.15.C Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.	

		Form and use comparative and superlative adjectives (7-LL.6)
		Form and use comparative and superlative adverbs (7-LL.8)

Grade 8 English Language Arts

Our 8th Grade English Language Arts course aligns with Arkansas Academic Standards to develop critical reading, writing, and language skills essential for high school readiness. Students engage with complex texts, analyzing central ideas, themes, and citing strong textual evidence. The curriculum emphasizes advanced reading comprehension and vocabulary expansion through various techniques, including Greek and Latin roots study. Writing instruction focuses on argumentative, informative/explanatory, and narrative pieces, teaching students to compose well-structured arguments, convey complex ideas with supporting evidence, and craft engaging narratives using effective techniques. Students develop complex sentence structures, including compound-complex sentences with various clauses and conjunctions. Grammar and language conventions are integrated throughout, emphasizing effective use of verbs, pronouns, and modifiers. The mastery-based approach ensures that each student thoroughly grasps concepts before progressing, guaranteeing no gaps in learning. By year's end, students will demonstrate advanced critical thinking, effective expression in various writing formats, and a deeper understanding of language structures, preparing them for high school English and fostering lifelong literacy skills.

Description	State Standard	Lesson name
Reading Fundamentals: Reading Fundamentals includes skills that can be applied to literary and informational texts.	8.RC.1.RF Provide an objective summary of a text.	Provide a summary of an informational text and evaluate how well a summary captures its original meaning (e.g., properly includes the main idea and relevant details without changing the meaning or adding opinions). (8)
	8.RC.2.RF Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.	Determine the central idea of a passage (8)
		Match the quotations with their themes (8-B.1)

		Determine the themes of short stories (8-B.2)
		Analyze short stories (8-G.2)
		Read and understand informational passages (8-H.1)
		Trace an argument (8-I.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (8-K.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (8-K.2)
		Analyze passages from Travels with Charley: Part 1 (8-K.3)
		Analyze passages from Travels with Charley: Part 2 (8-K.4)
		Compare information from two texts (8-L.1)
		Identify supporting details in informational texts (8-Q.1)
		Identify supporting details in literary texts (8-Q.2)

		Match the quotations with their themes (8-B.1)
		Determine the themes of short stories (8-B.2)
		Compare and contrast in informational texts (8-E.1)
		Match causes and effects in informational texts (8-E.2)
		Match problems with their solutions (8-E.3)
		Analyze short stories (8-G.2)
		Trace an argument (8-I.1)
		Analyze passages from The Giver: Part 1 (8-J.1)
		Analyze passages from The Giver: Part 2 (8-J.2)
		Analyze passages from The Outsiders: Part 1 (8-J.3)
		Analyze passages from The Outsiders: Part 2 (8-J.4)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (8-K.1)

8.RC.3.RF Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (8-K.2)
		Analyze passages from Travels with Charley: Part 1 (8-K.3)
		Analyze passages from Travels with Charley: Part 2 (8-K.4)
		Compare information from two texts (8-L.1)
		Identify supporting details in informational texts (8-Q.1)
		Identify supporting details in literary texts (8-Q.2)
		Determine the main idea of a passage (8-A.1)
		Determine the themes of short stories (8-B.2)
		Analyze short stories (8-G.2)
		Read and understand informational passages (8-H.1)
		Trace an argument (8-I.1)

8.RC.4.RF Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

		Analyze passages from The Giver: Part 1 (8-J.1)
		Analyze passages from The Giver: Part 2 (8-J.2)
		Analyze passages from The Outsiders: Part 1 (8-J.3)
		Analyze passages from The Outsiders: Part 2 (8-J.4)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (8-K.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (8-K.2)
		Analyze passages from Travels with Charley: Part 1 (8-K.3)
		Analyze passages from Travels with Charley: Part 2 (8-K.4)
		Compare two texts with different genres (8-L.2)
		Determine the meaning of domain-specific words with pictures (8-CC.1)

	8.RC.5.RL Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.	Analyze short stories (8-G.2)
		Analyze short stories (8-G.2)
		Label the rhyme scheme (8-G.3)
		Analyze passages from The Giver: Part 1 (8-J.1)
		Analyze passages from The Giver: Part 2 (8-J.2)
		Analyze passages from The Outsiders: Part 1 (8-J.3)
		Analyze passages from The Outsiders: Part 2 (8-J.4)
	8.RC.6.RL Distinguish how the structure of a text contributes to its overall meaning and style.	Which text is most formal? (8)
	8.RC.7.RL Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.	Identify the narrative point of view (8-G.1)
	8.RC.8.RL Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.	Media Adaptation Analysis (8)
		Compare two texts with different genres (8-L.2)
	8.RC.9.RL Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.	Compare illustrations of literary and historical subjects (8-M.1)

Reading Literature: Reading Literary includes skills that are specific to literature.

	8.RC.10.RL Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.	Match the quotations with their themes (8-B.1)
		Determine the themes of short stories (8-B.2)
	8.RC.11.RI Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.	Compare and contrast in informational texts (8-E.1)
		Match causes and effects in informational texts (8-E.2)
		Match problems with their solutions (8-E.3)
		Identify text structures (8-E.4)
		Read and understand informational passages (8-H.1)
		Trace an argument (8-I.1)
		Identify supporting details in informational texts (8-Q.1)
Reading Information: Reading Information includes skills that are specific to non-fiction texts.	8.RC.12.RI Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.	Compare and contrast in informational texts (8-E.1)
		Match causes and effects in informational texts (8-E.2)
		Match problems with their solutions (8-E.3)
		Identify text structures (8-E.4)

		Trace an argument (8-I.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (8-K.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (8-K.2)
		Analyze passages from Travels with Charley: Part 1 (8-K.3)
		Analyze passages from Travels with Charley: Part 2 (8-K.4)
		Organize information by topic (8-N.2)
	8.RC.13.RI Describe how the author acknowledges and responds to conflicting evidence or viewpoints.	Trace an argument (8-I.1)
	8.RC.14.RI Describe the efficacy of various multimedia used to present information.	Evaluate different mediums (8)
	8.RC.15.RI Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.	Trace an argument (8-I.1)
		Classify logical fallacies (8-O.6)
		Identify supporting details in informational texts (8-Q.1)
		Compare information from two texts (8-L.1)
	8.RC.16.RI Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.	

		Compare two texts with different genres (8-L.2)
	8.RC.17.RI Identify the central idea in a nonfiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.	Analyze passages from Narrative of the Life of Frederick Douglass: Part 1 (8-K.1)
		Analyze passages from Narrative of the Life of Frederick Douglass: Part 2 (8-K.2)
		Use coordinating conjunctions (8)
		Identify the author's purpose (8-C.1)
		Organize information by topic (8-N.2)
		Identify thesis statements (8-O.1)
		Distinguish facts from opinions (8-O.2)
		Choose evidence to support a claim (8-O.3)
		Identify counterclaims (8-O.4)
		Classify logical fallacies (8-O.6)
Style: Writing style includes different types of writing for different purposes.	8.W.1.S Compose an argument, using clear reasons and supporting evidence: introduce claims supported by credible sources, distinguish alternate or opposing claims, and maintain a cohesive structure.	

		Identify supporting details in informational texts (8-Q.1)
		Identify supporting details in literary texts (8-Q.2)
		Transitions with conjunctive adverbs (8-R.1)
		Use the correct pair of correlative conjunctions (8-PP.1)
		Evaluate counterclaims (8)
		Choose the analysis that logically connects the evidence to the claim (8)
		Transition logically between claims, evidence, analysis, and counterclaims (8)
	8.W.2.S Write to inform about a topic: Introduce a topic with a clear preview of what is to follow; organize ideas, concepts, and information, using broad categories; select well-chosen facts, definitions, concrete details, quotations, and examples; and maintain a cohesive structure, clarifying the relationships among the ideas, concepts, and information.	Use coordinating conjunctions (8)
		Compare and contrast in informational texts (8-E.1)
		Match causes and effects in informational texts (8-E.2)
		Match problems with their solutions (8-E.3)

		Identify text structures (8-E.4)
		Order topics from broadest to narrowest (8-N.1)
		Organize information by topic (8-N.2)
		Distinguish facts from opinions (8-O.2)
		Choose evidence to support a claim (8-O.3)
		Classify logical fallacies (8-O.6)
		Identify supporting details in informational texts (8-Q.1)
		Identify supporting details in literary texts (8-Q.2)
		Transitions with conjunctive adverbs (8-R.1)
		Use the correct pair of correlative conjunctions (8-PP.1)
		Choose the topic sentence that best captures the main idea (8)
	8.W.3.S Write to express real or imagined experiences and/or events: develop a topic, context, narrative elements, and point of view and/or perspective; select well-chosen, descriptive details and use sensory language and precise language; develop well-structured event sequences to show the	Compare passages for tone (8-C.3)
		Identify sensory details (8-F.1)

	relationships among ideas and experiences; and use narrative techniques effectively, utilizing dialogue, pacing, sensory language, and description.	Identify the narrative point of view (8-G.1)
		Use personification (8-P.1)
		Describe the difference between related words (8-Y.1)
		Positive and negative connotation (8-Y.2)
		Formatting quotations and dialogue (8-WW.4)
Production: Writing production includes volume and clarity of writing and the writing process.	8.W.4.P Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	Identify the author's purpose (8-C.1)
		Compare and contrast in informational texts (8-E.1)
		Match causes and effects in informational texts (8-E.2)
		Match problems with their solutions (8-E.3)
		Identify text structures (8-E.4)
		Order topics from broadest to narrowest (8-N.1)
		Organize information by topic (8-N.2)
		Remove the sentence that does not belong (8-N.3)

		Order topics from broadest to narrowest (8-N.1)
		Organize information by topic (8-N.2)
		Identify thesis statements (8-O.1)
	8.W.5.P Organize writing logically, composing an introduction, body, conclusion, and/or reflection when appropriate.	Choose the topic sentence that best captures the main idea (8)
		Create varied sentences based on models (8-P.2)
		Is the sentence declarative, interrogative, imperative, or exclamatory? (8-EE.1)
		Is the sentence simple, compound, complex, or compound-complex? (8-FF.4)
	8.W.6.P Use a variety of sentence types effectively.	Combine sentences using relative clauses (8-FF.5)
		Remove redundant words or phrases (8-R.3)
		Describe the difference between related words (8-Y.1)
		Positive and negative connotation (8-Y.2)
	8.W.7.P Choose precise words, phrases, and clauses to clarify relationships among ideas, claims, counterclaims, reasons, and/or evidence.	

		Use words accurately and precisely (8)
		Use coordinating conjunctions (8)
		Transitions with conjunctive adverbs (8-R.1)
	8.W.8.P Choose a variety of transition words, phrases, and clauses effectively to connect ideas.	Use the correct pair of correlative conjunctions (8-PP.1)
	8.W.9.P Develop writing stamina during single sessions and over extended periods of time.	Elaborate on Paragraphs (8)
		Elaborate on Multi-Paragraph Outlines (8)
		Organize information by topic (8-N.2)
		Remove the sentence that does not belong (8-N.3)
		Create varied sentences based on models (8-P.2)
		Use parallel structure (8-R.2)
		Remove redundant words or phrases (8-R.3)
		Use the correct frequently confused word (8-T.1)
		Correct errors with frequently confused words (8-T.2)
		Correct errors with signs (8-T.3)
		Correct errors in everyday use (8-T.4)
	8.W.10.P Increase independent writing with support and collaboration from peers and adults, employing the stages of the writing process (e.g., draft, revise, edit) with a focus on purpose and audience.	

		Suggest appropriate revisions (8-T.5)
		Identify plagiarism (8-U.5)
		Is it a complete sentence or a fragment? (8-EE.5)
		Is it a complete sentence or a run-on? (8-EE.6)
		Is it a complete sentence, a fragment, or a run-on? (8-EE.7)
		Combine sentences using relative clauses (8-FF.5)
		Identify and correct errors with plural and possessive nouns (8-GG.5)
		Identify and correct errors with compound and joint possession (8-GG.6)
		Use the pronoun that agrees with the antecedent (8-HH.2)
		Correct inappropriate shifts in pronoun number and person (8-HH.3)

		Identify vague pronoun references (8-HH.4)
		Identify all of the possible antecedents (8-HH.5)
		Use reflexive pronouns (8-II.5)
		Use relative pronouns: who and whom (8-II.7)
		Use relative pronouns: who, whom, whose, which, and that (8-II.8)
		Correct errors with subject-verb agreement (8-KK.1)
		Correct errors with indefinite pronoun-verb agreement (8-KK.2)
		Use the correct verb – with compound subjects (8-KK.3)
		Identify and correct inappropriate shifts in verb tense (8-LL.3)
		Form the progressive verb tenses (8-LL.4)
		Form the perfect verb tenses (8-LL.5)
		Order adjectives (8-MM.2)

		Choose between adjectives and adverbs (8-MM.4)
		Is the word an adjective or adverb? (8-MM.5)
		Good, better, best, bad, worse, and worst (8-MM.7)
		Well, better, best, badly, worse, and worst (8-MM.9)
		Misplaced modifiers with pictures (8-QQ.1)
		Select the misplaced or dangling modifier (8-QQ.2)
		Are the modifiers used correctly? (8-QQ.3)
		What does the punctuation suggest? (8-RR.1)
		Commas with nonrestrictive elements (8-RR.2)
		Commas with series, dates, and places (8-SS.1)
		Commas: review (8-SS.5)
		Use semicolons and commas to separate clauses (8-TT.1)

		Use semicolons, colons, and commas with lists (8-TT.2)
		Use hyphens in compound adjectives (8-UU.2)
		Decide whether ellipses are used appropriately (8-UU.3)
		Correct capitalization errors (8-VV.1)
		Capitalizing titles (8-VV.2)
	8.W.11.P Include headings, graphics, and various multimedia to support ideas and information.	Evaluate Different Mediums (8)
		Use coordinating conjunctions (8)
		Which sentence is more formal? (8-C.2)
		Rewrite the sentence in active voice (8-S.2)
		Identify plagiarism (8-U.5)
		Form and use plurals: review (8-GG.1)
		Form the singular or plural possessive (8-GG.4)
		Identify and correct errors with plural and possessive nouns (8-GG.5)

8.W.12.P Maintain formal style when appropriate, editing writing to include grade-appropriate conventions for publishing.

		Identify and correct errors with compound and joint possession (8-GG.6)
		Use the pronoun that agrees with the antecedent (8-HH.2)
		Correct inappropriate shifts in pronoun number and person (8-HH.3)
		Identify vague pronoun references (8-HH.4)
		Choose between subject and object pronouns (8-II.1)
		Compound subjects and objects with "I" and "me" (8-II.2)
		Compound subjects and objects with pronouns (8-II.3)
		Choose between personal and reflexive pronouns (8-II.4)
		Use reflexive pronouns (8-II.5)
		Use relative pronouns: who and whom (8-II.7)

		Use relative pronouns: who, whom, whose, which, and that (8-II.8)
		Correct errors with subject-verb agreement (8-KK.1)
		Correct errors with indefinite pronoun-verb agreement (8-KK.2)
		Use the correct verb – with compound subjects (8-KK.3)
		Irregular past tense: review (8-LL.1)
		Simple past, present, and future tense: review (8-LL.2)
		Identify and correct inappropriate shifts in verb tense (8-LL.3)
		Form the progressive verb tenses (8-LL.4)
		Form the perfect verb tenses (8-LL.5)
		Identify participles and what they modify (8-LL.6)
		Identify gerunds and their functions (8-LL.7)

		Identify infinitives and infinitive phrases (8-LL.8)
		Correct errors with verb mood (8-LL.10)
		Order adjectives (8-MM.2)
		Choose between adjectives and adverbs (8-MM.4)
		Is the word an adjective or adverb? (8-MM.5)
		Form and use comparative and superlative adjectives (8-MM.6)
		Good, better, best, bad, worse, and worst (8-MM.7)
		Form and use comparative and superlative adverbs (8-MM.8)
		Well, better, best, badly, worse, and worst (8-MM.9)
		Use the correct pair of correlative conjunctions (8-PP.1)
		Select the misplaced or dangling modifier (8-QQ.2)

		Are the modifiers used correctly? (8-QQ.3)
		What does the punctuation suggest? (8-RR.1)
		Commas with nonrestrictive elements (8-RR.2)
		Commas with series, dates, and places (8-SS.1)
		Commas with compound and complex sentences (8-SS.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (8-SS.3)
		Commas with coordinate adjectives (8-SS.4)
		Commas: review (8-SS.5)
		Use semicolons and commas to separate clauses (8-TT.1)
		Use semicolons, colons, and commas with lists (8-TT.2)
		Use dashes (8-UU.1)

		Use hyphens in compound adjectives (8-UU.2)
		Decide whether ellipses are used appropriately (8-UU.3)
		Correct capitalization errors (8-VV.1)
		Capitalizing titles (8-VV.2)
		Formatting titles (8-WW.1)
		Formatting street addresses (8-WW.3)
		Formatting quotations and dialogue (8-WW.4)
	8.W.13.R Conduct research to explore a topic, describe an idea, and/or answer a question, refocusing the inquiry to generate further questions or to allow for multiple avenues of exploration.	Research Questions and Topics (8)
		Cite Sources (8)
		Credible and Accurate Sources (8)
		Quote and Paraphrase (8)
	8.W.14.R Assess the credibility and accuracy of sources.	Distinguish facts from opinions (8-O.2)
		Identify appeals to ethos, pathos, and logos in advertisements (8-O.5)
		Classify logical fallacies (8-O.6)
		Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (8-U.3)
Research: Research includes identifying a topic, gathering information, and assessing sources.	8.W.15.R Avoid plagiarism when quoting or paraphrasing data and conclusions, crediting sources and/or authors.	

		Use in-text citations (MLA 8th–9th editions) (8-U.4)
		Identify plagiarism (8-U.5)
	8.W.16.R Follow a standard format for citation, including works cited/references.	Recognize the parts of a Works Cited entry (MLA 8th–9th editions) (8-U.3)
		Use in-text citations (MLA 8th–9th editions) (8-U.4)
	8.V.1 Use general academic and content-specific words and phrases accurately.	Use academic vocabulary in context: informational (8-BB.5)
		Determine the meaning of domain-specific words with pictures (8-CC.1)
		Use Greek and Latin roots as clues to the meanings of words (8-W.1)
		Use words as clues to the meanings of Greek and Latin roots (8-W.2)
		Determine the meanings of Greek and Latin roots (8-W.3)
Vocabulary: Vocabulary includes understanding and using words to communicate effectively.	8.V.2 Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.	

		Determine the meanings of words with Greek and Latin roots (8-W.4)
	8.V.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques: use common Greek or Latin affixes and roots (i.e., morphology); trace the origins of words (i.e., etymology); use context; consult reference materials to clarify pronunciation and/or parts of speech; and/or use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.	Words with pre- (8-V.1)
		Words with re- (8-V.2)
		Words with sub- (8-V.3)
		Words with mis- (8-V.4)
		Words with un-, dis-, in-, im-, and non- (8-V.5)
		Words with -ful (8-V.6)
		Words with -less (8-V.7)
		Words with -able and -ible (8-V.8)
		Use Greek and Latin roots as clues to the meanings of words (8-W.1)
		Use words as clues to the meanings of Greek and Latin roots (8-W.2)
		Determine the meanings of Greek and Latin roots (8-W.3)
		Determine the meanings of words with Greek and Latin roots (8-W.4)

		Describe the difference between related words (8-Y.1)
		Positive and negative connotation (8-Y.2)
		Which definition matches the sentence? (8-Z.2)
		Which sentence matches the definition? (8-Z.3)
		Analogies (8-AA.1)
		Analogies: challenge (8-AA.2)
		Find words using context (8-BB.1)
		Determine the meaning of words using synonyms in context (8-BB.2)
		Determine the meaning of words using antonyms in context (8-BB.3)
		Use context to identify the meaning of a word (8-BB.4)
		Use dictionary entries (8-DD.3)
		Use dictionary definitions (8-DD.4)

		Use thesaurus entries (8-DD.5)
		Use etymologies to determine the meanings of words (8)
		Use context as a clue to the meanings of foreign expressions (8)
	8.V.4 Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.	Revise the sentence using a stronger verb (8-P.3)
		Describe the difference between related words (8-Y.1)
		Positive and negative connotation (8-Y.2)
	8.V.5 Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.	Which sentence is more formal? (8-C.2)
		Compare passages for tone (8-C.3)
		Interpret the meaning of an allusion from its source (8-F.2)
		Recall the source of an allusion (8-F.3)
		Analyze the effects of figures of speech on meaning and tone (8-F.6)
	8.V.6 Demonstrate an understanding of figurative language in context, including verbal irony and puns.	Interpret the meaning of an allusion from its source (8-F.2)

		Interpret figures of speech (8-F.4)
		Analyze the effects of figures of speech on meaning and tone (8-F.6)
Structure: Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.		Form and use plurals: review (8-GG.1)
		Form and use plurals of compound nouns (8-GG.2)
		Identify plurals, singular possessives, and plural possessives (8-GG.3)
		Form the singular or plural possessive (8-GG.4)
		Identify and correct errors with plural and possessive nouns (8-GG.5)
		Identify and correct errors with compound and joint possession (8-GG.6)
	8.L.1.S Use nouns effectively: direct and indirect objects and predicate nouns.	Identify linking verbs, predicate adjectives, and predicate nouns (8-JJ.2)
		Identify pronouns and their antecedents (8-HH.1)
	8.L.2.S Ensure pronouns have a clear antecedent and are appropriate in number and person.	

		Use the pronoun that agrees with the antecedent (8-HH.2)
		Correct inappropriate shifts in pronoun number and person (8-HH.3)
		Identify vague pronoun references (8-HH.4)
		Identify all of the possible antecedents (8-HH.5)
	8.L.3.S Use verbs effectively: shifts in mood and voice, active and passive voice, subject/verb agreement, and linking verbs.	Rewrite the sentence in active voice (8-S.2)
		Identify linking verbs, predicate adjectives, and predicate nouns (8-JJ.2)
		Correct errors with subject-verb agreement (8-KK.1)
		Correct errors with indefinite pronoun-verb agreement (8-KK.2)
		Use the correct verb – with compound subjects (8-KK.3)
		Correct errors with verb mood (8-LL.10)

		Identify participles and what they modify (8-LL.6)
		Identify gerunds and their functions (8-LL.7)
	8.L.4.S Use verbals (gerunds, participles, infinitives) correctly.	Identify infinitives and infinitive phrases (8-LL.8)
		Identify linking verbs, predicate adjectives, and predicate nouns (8-JJ.2)
		Order adjectives (8-MM.2)
		Form and use comparative and superlative adjectives (8-MM.6)
		Good, better, best, bad, worse, and worst (8-MM.7)
		Form and use comparative and superlative adverbs (8-MM.8)
	8.L.5.S Use modifiers effectively: proper adjectives and predicate adjectives.	Well, better, best, badly, worse, and worst (8-MM.9)
		Misplaced modifiers with pictures (8-QQ.1)
		Select the misplaced or dangling modifier (8-QQ.2)

8.L.6.S Correct misplaced and dangling modifiers.

		Are the modifiers used correctly? (8-QQ.3)
		Use coordinating conjunctions (8)
		Transitions with conjunctive adverbs (8-R.1)
		Identify dependent and independent clauses (8-FF.3)
		Is the sentence simple, compound, complex, or compound-complex? (8-FF.4)
	8.L.7.S Produce compound-complex sentences, using dependent clauses, subordinating conjunctions, conjunctive adverbs, correlative conjunctions, and coordinating conjunctions.	Use the correct pair of correlative conjunctions (8-PP.1)
	8.L.8.S Use prepositional phrases effectively: adjectival and adverbial.	Identify prepositional phrases (8-NN.1)
		Remove redundant words or phrases (8-R.3)
		Describe the difference between related words (8-Y.1)
	8.L.9.S Choose language that precisely expresses ideas, eliminating redundancy.	Positive and negative connotation (8-Y.2)
		Commas with nonrestrictive elements (8-RR.2)
Conventions: Conventions involve the correct use of mechanics in writing.	8.L.10.C Use commas to separate coordinate adjectives, set off series, phrases and clauses, and direct address.	

		Commas with series, dates, and places (8-SS.1)
		Commas with compound and complex sentences (8-SS.2)
		Commas with direct addresses, introductory words, interjections, and interrupters (8-SS.3)
		Commas with coordinate adjectives (8-SS.4)
		Commas: review (8-SS.5)
	8.L.11.C Introduce a list, quotation, or clarification, using a colon.	Use semicolons, colons, and commas with lists (8-TT.2)
	8.L.12.C Join elements of a series when individual items of the series already include commas, using a semicolon.	Use semicolons, colons, and commas with lists (8-TT.2)
	8.L.13.C Indicate an omission, using an ellipsis.	Decide whether ellipses are used appropriately (8-UU.3)
		Commas with compound and complex sentences (8-SS.2)

8.L.14.C Indicate a pause or break, using commas, ellipses, and dashes.

		Commas with direct addresses, introductory words, interjections, and interrupters (8-SS.3)
		Commas with coordinate adjectives (8-SS.4)
		Use dashes (8-UU.1)
		Use the correct frequently confused word (8-T.1)
		Correct errors with frequently confused words (8-T.2)
		Use the correct homophone (8-Z.1)
		Form and use plurals: review (8-GG.1)
		Form the singular or plural possessive (8-GG.4)
		Identify and correct errors with plural and possessive nouns (8-GG.5)
		Identify and correct errors with compound and joint possession (8-GG.6)
		Irregular past tense: review (8-LL.1)

8.L.15.C Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

		Form and use comparative and superlative adjectives (8-MM.6)
		Form and use comparative and superlative adverbs (8-MM.8)

Science

Grade 4 Science:

The 4th grade Science course aligns with Arkansas Academic Standards, providing students with a comprehensive exploration of physical, life, and earth sciences, as well as engineering principles. Students will investigate the structure and function of organisms, focusing on how internal and external structures support survival, growth, behavior, and reproduction. They will explore waves, including their properties and applications in information transfer. The course delves into energy concepts, examining its various forms, transfer methods, and practical applications. Earth's systems and processes will be studied, with emphasis on weathering, erosion, and the interpretation of patterns in Earth's features. Throughout the year, students will engage in hands-on experiments, develop models, and use scientific practices to construct explanations and design solutions to real-world problems. The curriculum emphasizes the development of critical thinking skills, data analysis, and the application of scientific concepts. By the end of the year, students will have a strong foundation in scientific inquiry, understanding of core scientific principles, and the ability to apply their knowledge to solve practical problems, preparing them for more advanced scientific study in subsequent grades.

Description	**State Standard**	**Lesson name**
Structure, Function, and Information Processing	4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Understanding light and reflection

	4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Compare amplitudes and wavelengths of waves (4-G.4)
Waves	4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.	Information transfer using patterns
	4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Speed and energy relationship
	4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Predict heat flow (4-D.1)
		Predict temperature changes (4-D.2)
		Electric circuits (4-J.2)
	4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Energy changes in collisions

Energy

	4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Energy transformation (4-I.1)
		Identify mammals, birds, fish, reptiles, and amphibians (4-L.2)
		Identify vertebrates and invertebrates (4-L.3)
		Use evidence to classify mammals, birds, fish, reptiles, and amphibians (4-L.4)
		Use evidence to classify animals (4-L.5)
		Compare animal life cycles (4-N.2)
		Human organs and their functions (4-N.3)
		Body systems: circulation and respiration (4-N.4)
		Body systems: digestion (4-N.5)
		Body systems: removing waste (4-N.6)
		Body systems: perception and motion (4-N.7)
Structure, Function, and Information Processing	4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	

		Classify fruits and vegetables as plant parts (4-O.1)
		Identify plant parts and their functions (4-O.2)
		Identify flower parts and their functions (4-O.4)
		Describe and construct flowering plant life cycles (4-O.5)
		Describe and construct conifer life cycles (4-O.6)
		Introduction to adaptations (4-P.1)
		Animal adaptations: beaks, mouths, and necks (4-P.2)
		Animal adaptations: feet and limbs (4-P.3)
		Animal adaptations: skins and body coverings (4-P.4)
	4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Body systems: perception and motion (4-N.7)

	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.	Interpret evidence from fossils in rock layers (4-V.5)
	4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Changes to Earth's surface: erosion (4-U.1)
	4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.	Read a topographic map (4-X.4)
		Select parts of a topographic map (4-X.5)
	4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Evaluate multiple design solutions to prevent flooding (4-AA.1)
Earth's Systems: Processes that Shape the Earth		Identify the best design solution to prevent hurricane damage (4-AA.2)

Energy	4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	Evaluate natural energy sources (4-T.2)
Engineering Design	4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Identify the best design solution to prevent hurricane damage (4-AA.2)
	4-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Evaluate multiple design solutions to prevent flooding (4-AA.1)
		Identify the best design solution to prevent hurricane damage (4-AA.2)
	4-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Controlled testing of prototypes

Grade 5 Science:

The 5th grade Science course aligns with Arkansas Academic Standards, providing students with a comprehensive exploration of earth and space sciences, physical sciences, life sciences, and engineering principles. Students will investigate Earth's systems, including the geosphere, biosphere, hydrosphere, and atmosphere, and their interactions. They will explore space systems, focusing on the sun, stars, and Earth's place in the solar system. The course delves into the structure and properties of matter, examining how materials can be identified, measured, and changed. Students will study matter and energy flow in organisms and ecosystems, including the role of plants in capturing energy from the sun. Throughout the year, students will engage in scientific practices such as developing models, planning investigations, analyzing data, and constructing explanations. The curriculum emphasizes hands-on activities, critical thinking, and problem-solving skills. Engineering design principles are integrated to encourage students to apply their scientific knowledge to real-world challenges. By the end of the year, students will have a strong foundation in core scientific concepts, the ability to conduct scientific investigations, and an understanding of how science, technology, and engineering are interconnected, preparing them for more advanced scientific study in middle school.

Description	**State Standard**	**Lesson name**
		Interpret ball-and-stick models (5-E.1)
		Match chemical formulas to ball-and-stick models (5-E.2)
		Complete chemical formulas for ball-and-stick models (5-E.3)
		Classify elementary substances and compounds using models (5-E.8)
		How does particle motion affect temperature? (6-K.1)
		Particle motion and changes of state (6-K.2)
Structure and Properties of Matter	5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.	

		How does particle motion affect gas pressure? (6-K.3)
		Identify how particle motion affects temperature and pressure (6-K.4)
	5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Understand conservation of matter using graphs (5-B.2)
		Compare physical and chemical changes (5-D.1)
	5-PS1-3 Make observations and measurements to identify materials based on their properties.	Compare properties of objects (5-A.1)
	5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Compare physical and chemical changes (5-D.1)
		Identify reactants and products (5-D.2)
Space Systems	5-PS2-1 Support an argument that the gravitational force exerted by Earth on objects is directed down.	Earth's downward gravitational force
	5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	How do plants make food? (5-N.3)
		Identify the photosynthetic organism (5-N.7)
Matter and Energy in Organisms and Ecosystems		

		Identify roles in food chains (5-R.3)
		How does matter move in food chains? (5-R.4)
	5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.	How do plants make food? (5-N.3)
	5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	Body systems: digestion (5-M.5)
		Identify roles in food chains (5-R.3)
		How does matter move in food chains? (5-R.4)
		Interpret food webs I (5-R.5)
		Interpret food webs II (5-R.6)
Space Systems	5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.	Brightness of the Sun and other stars (5-Y.4)
	5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Shadows (5-Y.1)
		Earth's rotation and orbit (5-Y.2)
		Day and night (5-Y.3)

		Constellations and the changing night sky (5-Y.5)
Earth's Systems	5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Label parts of rock cycle diagrams (5-T.6)
		Select parts of rock cycle diagrams (5-T.7)
		Label parts of water cycle diagrams (5-W.2)
		Select parts of water cycle diagrams (5-W.3)
		Describe the geosphere, biosphere, hydrosphere, and atmosphere (5-W.4)
	5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	Describe and graph water on Earth (5-W.1)
	5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Science literacy: how can a community protect sea turtles? (5-S.1)

Engineering Design	5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	Identify the best design solution to prevent hurricane damage (5-Z.2)
	5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	Evaluate multiple design solutions to prevent flooding (5-Z.1)
		Identify the best design solution to prevent hurricane damage (5-Z.2)
	5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	Conduct controlled prototype tests

Grade 6 Science:

The 6th grade Science course aligns with Arkansas Academic Standards, offering students a comprehensive exploration of physical, life, and earth sciences, along with engineering principles. Students will investigate energy transfer and conservation, examining thermal energy and kinetic energy in various systems. They will study the structure and function of cells, as well as the organization of living systems from cells to organisms. The course covers growth, development, and reproduction of organisms, including both plant and animal systems. Earth's systems are explored, with a focus on the water cycle and its impact on weather and climate. Students will analyze human impacts on the environment and examine factors contributing to global climate change. Throughout the year, students engage in scientific practices such as developing models, planning investigations, analyzing data, and constructing explanations. The

curriculum emphasizes hands-on activities, critical thinking, and problem-solving skills. Engineering design principles are integrated, encouraging students to define problems, develop solutions, and optimize designs. By the end of the year, students will have a strong foundation in core scientific concepts, the ability to conduct scientific investigations, and an understanding of how science, technology, and engineering are interconnected, preparing them for more advanced scientific study in subsequent grades.

Description	State Standard	Lesson name
Energy	6-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	Predict heat flow and temperature changes (6-J.1)
		Compare thermal energy transfers (6-J.3)
	6-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.	How does particle motion affect temperature? (6-K.1)
	6-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	Explore energy transformations: roller coaster ride (6-H.3)
		Explore energy transformations: bike ride (6-H.4)

Structure, Function, and Information Processing	6-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Understanding cells (6-P.1)
	6-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Understanding cells (6-P.1)
		Identify functions of plant cell parts (6-P.2)
		Identify functions of animal cell parts (6-P.3)
		Plant cell diagrams: label parts (6-P.4)
		Animal cell diagrams: label parts (6-P.5)
		Compare cells and cell parts (6-P.6)
	6-LS1-3 Use arguments supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Organization in the human body (6-Q.1)
	6-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Body systems: perception and motion (6-Q.5)
		Science literacy: how does the nervous system produce phantom pain? (6-Q.6)

Growth, Development, and Reproduction of Organisms	6-LS1-4 Use arguments based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	How can animal behaviors affect reproductive success? Identify evidence to support a claim (6-S.1)
		Calculate the averages of traits in a population (6-S.4)
	6-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	Inherited and acquired traits: use evidence to support a statement (6-R.1)
		How do genes and the environment affect plant growth? (6-R.9)
	6-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Cell division (6-P.7)
		Genetic variation in sexual reproduction (6-R.2)
		Genetics vocabulary: genotype and phenotype (6-R.3)
		Genetics vocabulary: dominant and recessive (6-R.4)
		Complete and interpret Punnett squares (6-R.5)
		Use Punnett squares to calculate ratios of offspring types (6-R.6)

		Flowering plant and conifer life cycles (6-U.1)
		Moss and fern life cycles (6-U.2)
Earth's Systems	6-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Label parts of water cycle diagrams (6-DD.2)
		Select parts of water cycle diagrams (6-DD.3)
Human Impacts	6-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Coral reef biodiversity and human uses: explore a problem (6-Y.1)
		Coral reef biodiversity and human uses: evaluate solutions (6-Y.2)
	6-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Evaluate claims about natural resource use: groundwater (6-Z.1)
		Evaluate claims about natural resource use: fossil fuels (6-Z.2)
Weather and Climate	6-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	Explore air masses (6-EE.1)
		Identify and compare air masses (6-EE.2)
		How do air masses form? (6-EE.3)
		Factors affecting climate: latitude (6-FF.4)
	6-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of	

	atmospheric and oceanic circulation that determine regional climates.	Factors affecting climate: altitude (6-FF.5)
		Factors affecting climate: distance from the ocean (6-FF.6)
	6-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	Evaluate claims about natural resource use: fossil fuels (6-Z.2)
		The carbon cycle (6-DD.4)
		The greenhouse effect (6-EE.4)
	6-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify parts of the engineering-design process (6-C.1)
		Explore the engineering-design process: going to the Moon! (6-C.4)
		Coral reef biodiversity and human uses: evaluate solutions (6-Y.2)
		Identify parts of the engineering-design process (6-C.1)
		Evaluate tests of engineering-design solutions (6-C.2)
Engineering Design	6-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	

		Explore the engineering-design process: going to the Moon! (6-C.4)
		Coral reef biodiversity and human uses: evaluate solutions (6-Y.2)
	6-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions (6-C.3)
		Coral reef biodiversity and human uses: evaluate solutions (6-Y.2)
	6-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon! (6-C.4)

Grade 7 Science:

The 7th grade Science course aligns with Arkansas Academic Standards, offering students a comprehensive exploration of physical, life, and earth sciences, along with engineering principles. Students will investigate the structure and properties of matter, including atomic composition and chemical reactions. The course delves into ecosystems, examining interdependent relationships, matter and energy flow, and human impacts on the environment. Earth's systems and history are explored, focusing on geoscience processes, plate tectonics, and the distribution of Earth's resources. Throughout the year, students engage in scientific practices such as developing models, analyzing data, constructing explanations, and designing

solutions to real-world problems. The curriculum emphasizes hands-on activities, critical thinking, and the application of scientific concepts to understand natural phenomena. Engineering design principles are integrated, encouraging students to define problems, develop solutions, and optimize designs. By the end of the year, students will have a strong foundation in core scientific concepts, the ability to conduct scientific investigations, and an understanding of how science, technology, and engineering are interconnected. This course prepares students for more advanced scientific study in subsequent grades and develops their skills in scientific reasoning and inquiry.

Description	State Standard	Lesson name
		How are substances represented by chemical formulas and models? (7-E.2)
		Identify chemical formulas for ball-and-stick models (7-E.3)
		Describe the atomic composition of molecules (7-E.4)
		Classify elementary substances and compounds using chemical formulas (7-E.5)
	7-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.	Classify elementary substances and compounds using models (7-E.6)

Structure and Properties of Matter

	7-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Synthetic materials (7-F.8)
	7-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	How does particle motion affect temperature? (7-K.1)
		Particle motion and changes of state (7-K.2)
		How does particle motion affect gas pressure? (7-K.3)
		Identify how particle motion affects temperature and pressure (7-K.4)
	7-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	Compare physical and chemical changes (7-F.5)
		Explore chemical structure and properties: soapmaking (7-F.6)
		Explore chemical structure and properties: food flavors (7-F.7)
		Synthetic materials (7-F.8)
		Count atoms and molecules in chemical reactions (7-F.2)
Chemical Reactions	7-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	

		Calculate amounts of reactants or products in chemical reactions (7-F.3)
	7-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	Design thermal energy devices
Interdependent Relationships in Ecosystems	7-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Classify symbiotic relationships (7-X.5)
	7-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Coral reef biodiversity and human uses: explore a problem (7-Y.1)
		Coral reef biodiversity and human uses: evaluate solutions (7-Y.2)
	7-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	How do plants use and change energy? (7-V.1)
		Identify the photosynthetic organism (7-V.2)

	7-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	The chemistry of cellular respiration (7-O.2)
	7-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Use food chains to predict changes in populations (7-X.4)
	7-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	How does matter move in food chains? (7-X.1)
		Interpret food webs I (7-X.2)
		Interpret food webs II (7-X.3)
		The carbon cycle (7-DD.4)
	7-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Use food chains to predict changes in populations (7-X.4)
		Investigate primary succession on a volcanic island (7-X.6)

		Coral reef biodiversity and human uses: explore a problem (7-Y.1)
Earth's Systems	7-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Introduction to the rock cycle (7-AA.2)
		Classify rocks as igneous, sedimentary, or metamorphic (7-AA.3)
		Label parts of rock cycle diagrams (7-AA.5)
		Select parts of rock cycle diagrams (7-AA.6)
	7-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes	Link geoscience processes to resource locations
History of Earth	7-ESS2-2 Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	Label Earth layers (7-BB.1)
		Label Earth features at tectonic plate boundaries (7-BB.2)
		Describe tectonic plate boundaries around the world (7-BB.3)

	7-ESS2-3 Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Label Earth features at tectonic plate boundaries (7-BB.2)
		Describe tectonic plate boundaries around the world (7-BB.3)
Human Impacts	7-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Analyze natural hazard maps (7-GG.1)
	7-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify parts of the engineering-design process (7-C.1)
		Explore the engineering-design process: going to the Moon! (7-C.4)
		Coral reef biodiversity and human uses: evaluate solutions (7-Y.2)
		Identify parts of the engineering-design process (7-C.1)
		Evaluate tests of engineering-design solutions (7-C.2)
Engineering Design	7-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	

		Explore the engineering-design process: going to the Moon! (7-C.4)
		Coral reef biodiversity and human uses: evaluate solutions (7-Y.2)
	7-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions (7-C.3)
		Coral reef biodiversity and human uses: evaluate solutions (7-Y.2)
	7-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon! (7-C.4)

Grade 8 Science:

The 8th grade Science course aligns with Arkansas Academic Standards, offering students a comprehensive exploration of physical, life, and earth sciences, along with engineering principles. Students will investigate waves and electromagnetic radiation, including their properties and applications in information transfer. The course covers forces and interactions, applying Newton's Laws to explain motion and gravitational forces. Energy concepts are explored, focusing on kinetic and potential energy in systems. In earth and space science, students will study the Earth-sun-moon system, gravity's role in the solar system, and Earth's geologic history. Life science topics include genetics, natural selection, and adaptations,

examining how organisms change over time. Throughout the year, students engage in scientific practices such as developing models, analyzing data, constructing explanations, and designing solutions to real-world problems. The curriculum emphasizes hands-on activities, critical thinking, and the application of scientific concepts to understand natural phenomena. Engineering design principles are integrated, encouraging students to define problems, develop solutions, and optimize designs. By the end of the year, students will have a strong foundation in core scientific concepts, the ability to conduct scientific investigations, and an understanding of how science, technology, and engineering are interconnected. This course prepares students for more advanced scientific study in high school and develops their skills in scientific reasoning and inquiry.

Description	State Standard	Lesson name
	8-PS4-1 Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Transverse waves (8-L.1)
		Longitudinal waves (8-L.2)
		Compare amplitudes, wavelengths, and frequencies of waves (8-L.3)
		Compare energy of waves (8-L.4)
	8-PS4-2 Develop and use a model to describe how waves are reflected, absorbed, or transmitted through various materials.	Transmission, reflection, and absorption of waves (8-L.5)

Waves and Electromagnetic Radiation

	8-PS4-3 Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Compare digital and analog signals
	8-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	Predict forces using Newton's third law (8-G.8)
	8-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Identify whether objects are accelerating (8-G.6)
		How does mass affect force and acceleration? (8-G.7)
		Balanced and unbalanced forces (8-G.9)
	8-PS2-3 Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	Compare magnitudes of magnetic forces (8-I.2)

Forces and Interactions

	8-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	Identify changes in gravitational potential energy (8-H.1)
	8-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	Electric forces and fields (8-I.1)
		Compare magnitudes of magnetic forces (8-I.2)
Energy	8-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	Use tables and graphs to identify patterns about kinetic energy (8-H.2)
	8-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Identify changes in gravitational potential energy (8-H.1)
Space Systems	8-ESS1-1 Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	Analyze models of the Earth-Sun-Moon system (8-HH.1)

		Identify phases of the Moon (8-HH.2)
		Solar eclipses (8-HH.3)
		Lunar eclipses (8-HH.4)
		What causes the seasons on Earth? (8-HH.5)
	8-ESS1-2 Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	
	8-ESS1-3 Analyze and interpret data to determine scale properties of objects in the solar system.	Analyze data to compare properties of planets (8-HH.6)
History of Earth	8-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	Compare ages of fossils in a rock sequence (8-T.2)
	8-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Genes, proteins, and traits: understanding the genetic code (8-R.8)
		Describe the effects of gene mutations on organisms (8-R.9)

	8-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Explore genetic modification technologies
	8-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Compare ages of fossils in a rock sequence (8-T.2)
	8-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	Compare fossils to modern organisms (8-T.1)

	8-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	Compare embryo development across species
	8-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Introduction to natural selection (8-S.2)
		Construct explanations of natural selection (8-S.5)
	8-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Calculate the percentages of traits in a population (8-S.3)
		Calculate the averages of traits in a population (8-S.4)
		Construct explanations of natural selection (8-S.5)
	8-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	Identify parts of the engineering-design process (8-C.1)
		Explore the engineering-design process: going to the Moon! (8-C.4)
Engineering Design		

		Coral reef biodiversity and human uses: evaluate solutions (8-Y.2)
	8-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	Identify parts of the engineering-design process (8-C.1)
		Evaluate tests of engineering-design solutions (8-C.2)
		Explore the engineering-design process: going to the Moon! (8-C.4)
		Coral reef biodiversity and human uses: evaluate solutions (8-Y.2)
	8-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	Use data from tests to compare engineering-design solutions (8-C.3)
		Coral reef biodiversity and human uses: evaluate solutions (8-Y.2)
	8-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Explore the engineering-design process: going to the Moon! (8-C.4)

Learning Apps

	Mathematics	English Language Arts	Science
Grade 4	**IXL (Primary)** **Zearn (Primary)** **Rocket Math (Secondary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **AlphaRead (Primary)** **AlphaWrite (Primary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **Khan Academy (Secondary)** **AlphaFlash (Secondary)**
Grade 5	**IXL (Primary)** **Zearn (Primary)** **Rocket Math (Secondary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **AlphaRead (Primary)** **AlphaWrite (Primary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **Khan Academy (Secondary)** **AlphaFlash (Secondary)**
Grade 6	**IXL (Primary)** **Zearn (Primary)** **Rocket Math (Secondary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **AlphaRead (Primary)** **AlphaWrite (Primary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **Khan Academy (Secondary)** **AlphaFlash (Secondary)**
Grade 7	**IXL (Primary)** **Zearn (Primary)** **Rocket Math (Secondary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **AlphaRead (Primary)** **AlphaWrite (Primary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **Khan Academy (Secondary)** **AlphaFlash (Secondary)**
Grade 8	**IXL (Primary)** **Zearn (Primary)** **Rocket Math (Secondary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **AlphaRead (Primary)** **AlphaWrite (Primary)** **AlphaFlash (Secondary)**	**IXL (Primary)** **Khan Academy (Secondary)** **AlphaFlash (Secondary)**