This scope and sequence is intended to assist teachers in organizing and implementing a language arts program that will foster literacy development for all students. It is a tool to help teachers provide students with the opportunity to learn the concepts, skills, and strategies that will enable them to become successful readers and writers. Although the content is based on the North Carolina Standard Course of Study, this scope and sequence is organized in eleven concepts that focus on English Language Arts content. The state’s goals and objectives are referenced under each section. The intent is that the content of the Chapel Hill-Carrboro City Schools English Language Arts Curriculum sets the standards for what students should know and be able to do at each grade level and documents in detail what should be taught in all schools.

The eleven strands in the CHCCS English Language Arts Scope & Sequence include:

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
<th>WORD STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEMES</td>
<td>WRITTEN PRODUCTS</td>
<td>WORD SOLVING</td>
</tr>
<tr>
<td>GENRES</td>
<td>CONVENTIONS</td>
<td>SPELLING</td>
</tr>
<tr>
<td>LITERARY TERMS</td>
<td>WRITING PROCESS</td>
<td>VOCABULARY</td>
</tr>
<tr>
<td>READING PROCESS</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ORAL LANGUAGE/SPEAKING</th>
<th>LISTENING</th>
<th>TOOLS &amp; STRATEGIES/STUDY SKILLS</th>
</tr>
</thead>
</table>

When planning for instruction, it is important to remember that students bring to school their own unique experiences with the world of written and oral language. At every grade level, there is great diversity among the students in reading, writing, speaking, and listening and the range of reading and writing ability tends to become wider in each successive grade. Some may arrive in middle school reading literature of nonfiction texts on the college level, while others may be reading three to four years below grade level. All, however, come with a rich language used to communicate, and it is the responsibility of all educators to link what each child already knows about spoken language to the many unknown aspects of written language. The language arts classroom should be a community of learners where diversity is celebrated, not just tolerated. It should provide students with the opportunity to learn about themselves and to connect to others, regardless of their reading level or language diversity. To accomplish this task, we should explicitly teach, and model for children what we expect them to learn and be able to do. We should not make assumptions as to what our students know, or do not know, but should use assessment to find out for sure. Using this guide as a planning tool, it is our belief that we will be better able to build on students' strengths and enable each student to use language effectively to communicate meaning. By working towards this goal, we hope that students will view school as a happy place where all students experience success and contribute to the learning community.
## Themes

### 3.02
- Survival
- Self-Awareness
- Past/Present/Future

### Change: 3.02

### Relationships:
- Community
- Fairness
- Taking action

### Moral Dilemma:
- Coming of Age/Self-Awareness
- Identity
- Justice

## Genres

### 5.02

### Prose/Fiction
- Myths
- Fables
- Legends
- Folk Tales
- Realistic Fiction
- Form Poetry

### Poetry
- Patterned Poetry
- Free Verse
- Narrative
- Lyric
- Poem Forms
- Form Poetry

### Drama
- Skits
- Plays

### Non-Fiction
- Biography
- Brochures
- Newsletters
- Infomercials
- Informational Texts
- Autobiography
- Primary Sources

## Literary Terms

### 4.02, 5.01

**Students should be able to define and identify the reading/writing terms studied in 5th grade after a review.** The themes studied in 5th grade - diversity, survival, making a difference, resiliency – should also be reviewed. Since the type of survival focused on in 5th grade deals mostly with aspects of survival that involve physical challenges, the focus in 6th grade should focus more on psychological or social/emotional survival.

**Students will develop an understanding of:**
- Character development
- Characterization
- Narrator/Point of View

**Students will reference a text to determine the author’s use of:**
- Point of View
- Tone
- Mood
- Style
- Foreshadowing
- Hyperbole
- Local Color

**Students in grades 6-8 will recognize underlying messages from text in order to identify recurring themes across works.**
### READING PROCESS

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students in grades 6-8 will use the following General Processing strategies to understand different types of texts:</strong></td>
<td><strong>Students in grades 6-8 will use Text Specific strategies to read different genres:</strong></td>
<td><strong>Students in grades 6-8 will use Task Specific strategies to understand different genres:</strong></td>
</tr>
<tr>
<td>BEFORE READING:</td>
<td>BEFORE READING:</td>
<td>BEFORE READING:</td>
</tr>
<tr>
<td>Set purposes for reading</td>
<td>Textbooks for different subjects (history, geography, science, math, etc.)</td>
<td>Comparing/Contrasting</td>
</tr>
<tr>
<td>Make Predictions</td>
<td>Non Fiction (essay, biography autobiography, newspaper articles, magazine articles, persuasive writing, speeches, instructions, schedules, etc.)</td>
<td>Drawing Conclusions</td>
</tr>
<tr>
<td>DURING READING:</td>
<td>DURING READING:</td>
<td>DURING READING:</td>
</tr>
<tr>
<td>Connect personally</td>
<td>Fiction (short story, novel, fables, myths, etc.)</td>
<td>Evaluating conclusions, making comparisons</td>
</tr>
<tr>
<td>Visualize</td>
<td>Confirm or discount predictions</td>
<td>Judging of character</td>
</tr>
<tr>
<td>Confirm or discount predictions</td>
<td>Confirm or discount predictions</td>
<td>Looking for cause &amp; effect</td>
</tr>
<tr>
<td>Monitor comprehension (ask questions and clarify)</td>
<td>Note-Taking</td>
<td>Identifying Main Idea</td>
</tr>
<tr>
<td>Use fix-up strategies to clear up confusions or repair comprehension:</td>
<td>Poetry</td>
<td>Organizing information</td>
</tr>
<tr>
<td>Making connections to what you already know</td>
<td>Drama</td>
<td>Outlining</td>
</tr>
<tr>
<td>Questions</td>
<td>Graphs</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Tables</td>
<td>Reading paragraphs</td>
</tr>
<tr>
<td>Making inferences</td>
<td>Tests</td>
<td>Reading symbolism</td>
</tr>
<tr>
<td>Determining Importance</td>
<td>Internet</td>
<td>Skimming, Scanning, &amp; Skipping</td>
</tr>
<tr>
<td>Synthesizing information</td>
<td></td>
<td>Summarizing</td>
</tr>
<tr>
<td>AFTER READING:</td>
<td></td>
<td>Synthesizing</td>
</tr>
<tr>
<td>Reflect</td>
<td></td>
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</tr>
</tbody>
</table>
## English Language Arts: Scope & Sequence 6-8 (Revised August 2003)

### WRITING

| 6 | Students will compose a(n):  
|   | • Fictional Narrative  
|   | • Autobiographical Account  
|   | • Biography  
|   | • Short Story  
|   | • Myth  
|   | • Examine the foundations and use of argument by responding to public documents  
|   | • Explore the problem-solution process and arguments that evaluate by writing a critique  
|   | **In social studies, students will use the following research skills with teacher assistance:**  
|   | • Note-Taking  
|   | • Outlining  
|   | • Bibliography (MLA)  |

| 7 | Students will compose a(n):  
|   | • Essays that respond to a given problem by proposing a solution  
|   | • Essays that create arguments that evaluate by stating a firm judgment and justification  
|   | • Folk Tale  
|   | • News Story or Historical episode  
|   | • Analysis of literary genres  
|   | **In social studies, students will use the following research skills with teacher assistance:**  
|   | • Note-Taking  
|   | • Outlining  
|   | • Bibliography (MLA)  |

| 8 | Students will compose a(n):  
|   | • Narrative of a personal account that establishes a point of view  
|   | • Autobiography  
|   | • Fantasy  
|   | • Analysis of theme or central idea in literature  
|   | • Analyze and evaluate informal materials  
|   | • Research Project  
|   | **In social studies, students will write a research paper that includes a title page, thesis statement, an outline, the actual essay, and a bibliography (MLA)** |

### CONVENTIONS

| 6.01 | Mastery of each skill is expected at the grade level where **MASTERY** is stated. At all grade levels, however, teachers should assess student skills and provide differentiated instruction. |

### CAPITALIZATION

<table>
<thead>
<tr>
<th><strong>MASTERY Expected</strong></th>
</tr>
</thead>
</table>

### PUNCTUATION

| Students will:  
| Practice punctuating compound, complex, and compound complex sentences.  
| Use apostrophes correctly in plural possessives.  
| Master use of comma after introductory words, appositive, and direct address.  
| Use more complex punctuation:  
| • Semicolons  
| • Dashes  
| • Colons  
| • Hyphens  
| • Parentheses  
| • Underlining  
| • Brackets  |

### CAPITALIZATION

<table>
<thead>
<tr>
<th><strong>MASTERY Expected</strong></th>
</tr>
</thead>
</table>

### PUNCTUATION

| Students will:  
| Punctuate compound, complex and compound-complex sentences.  
| Practice identify and using complex punctuation:  
| • Semicolons  
| • Dashes  
| • Colons  
| • Hyphens  
| • Parentheses  
| • Underlining/Italics  
| • Brackets  |

### CAPITALIZATION

| **MASTERY Expected** |

### PUNCTUATION

| Students will:  
| Master identifying and using complex punctuation:  
| • Semicolons  
| • Dashes  
| • Colons  
| • Hyphens  
| • Parentheses  
| • Underlining/Italics  
| • Brackets  |

### CAPITALIZATION

| **MASTERY Expected** |

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See *The Hubcap: A Six-Step Research Model & Baseline Research Skills* in the curriculum guide and appendix.
<table>
<thead>
<tr>
<th></th>
<th>WRITING</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
CONVENTIONS

PARTS OF SPEECH
Students will:
Define and identify verbs:
- Helping and Main verbs
  - Helping verbs: am, is, are, was, were, be, been, has, have, had, do, does, did, can, could, shall, should, will, would, may, must, might
- Strong vs. Weak
- Past, present, future tense
(MASTERY)
Define and identify adverbs
(MASTERY)
Define and identify nouns:
- Singular vs. Plural
- Specific vs. General
- Proper vs. Common
- Possessives
(MASTERY)
Define and identify pronouns:
- Pronoun reference problems
- Antecedents
- Subjective/Objective Case
(MASTERY)
Define and identify adjectives:
- Articles – a, an, the
- Appropriate adjectives to use in writing (tired vs. fresh)
(MASTERY)
Practice identifying and using prepositions:
- Prepositional phrases
- Object of prepositions
(MASTERY)
Define and identify conjunctions
(MASTERY)
Define and identify interjections
(MASTERY)

PARTS OF SENTENCES
Students will define and identify parts of sentences:
- Subject & Predicate
- Subject & Verb

GRAMMAR/USAGE

PARTS OF SPEECH
Students will:
Define and identify verbs:
- Transitive
- Intransitive
- Action verbs
- Linking verbs
- Active voice
- Passive voice
(MASTERY)
Define and identify nouns:
Concrete vs. Abstract
Practice identifying and using pronouns:
- Pronoun reference problems
- Antecedents
- Subjective/Objective Case
(MASTERY)
Master identifying and using pronouns:
- Pronoun reference problems
- Antecedents
- Subjective/Objective Case
(MASTERY)
Define and identify conjunctions:
- Coordinating
- Subordinate
- Correlative
(MASTERY)

PARTS OF SENTENCES
Students will identify parts of sentences:
- Direct Object
- Indirect Object
- Subject Complement
### CONVENTIONS (continued)

**PHRASES**
- Students will define and identify phrases:
  - Prepositional Phrases
  - Appositive Phrases

**CLAUSES**
- Students will:
  - Define and identify clauses:
    - Independent Clauses
    - Dependent Clauses
- Be exposed to the following sentence structures:
  - Simple
  - Compound
  - Complex
  - Compound-Complex

**GRAMMAR**
- Students will:
  - Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
  - Use grammatical devices to indicate a clear relationship between ideas.

**PARAGRAPHING**
- Students will evaluate correct paragraphing, stanza divisions and other textual markers.

### 6

**PHRASES**
- Students will define and identify phrases:
  - Participle Phrases
  - Adjective Phrases
  - Adverb Phrases

**CLAUSES**
- Students will:
  - Utilize clauses:
    - Independent Clauses
    - Dependent Clauses
- Evaluate the following sentence structures:
  - Simple Sentence
  - Compound Sentence
  - Complex Sentence
  - Compound-Complex Sentence

**GRAMMAR**
- Students will:
  - Ensure that verbs agree with simple and compound subjects.
  - Vary sentence beginning, sentence structures, and types of sentences to present a lively and effective personal style.
  - Create showing sentences by placing modifiers properly and using the active voice.

**PARAGRAPHING**
- Students will continue to use correct paragraphing, stanza divisions and other textual markers.

### 7

**PHRASES**
- Students will define and identify phrases:
  - Gerund Phrases
  - Infinitive Phrases

**CLAUSES**
- Students will:
  - Identify and construct the following:
    - Simple Sentence
    - Compound Sentence
    - Complex Sentence
    - Compound-Complex Sentence

**GRAMMAR**
- Students will:
  - Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
  - Use grammatical devices to indicate a clear relationship between ideas.

**PARAGRAPHING**
- Students will evaluate correct paragraphing, stanza divisions and other textual markers.

### 8

**PHRASES**
- Students will define and identify phrases:
  - Gerund Phrases
  - Infinitive Phrases

**CLAUSES**
- Students will:
  - Evaluate the following sentence structures:
    - Simple Sentence
    - Compound Sentence
    - Complex Sentence
    - Compound-Complex Sentence

**GRAMMAR**
- Students will:
  - Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
  - Use grammatical devices to indicate a clear relationship between ideas.

**PARAGRAPHING**
- Students will evaluate correct paragraphing, stanza divisions and other textual markers.
<table>
<thead>
<tr>
<th>WRITING PROCESS</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Students in grades 6-8 will understand the difference in revising and editing.</td>
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<tr>
<td><strong>Students will receive instruction on:</strong></td>
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<td>• Prewriting</td>
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<td>• Writing/Drafting</td>
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<td>• Responding</td>
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<td>• Revising for the traits of</td>
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<td>o Idea Development</td>
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<td>o Organization</td>
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<td>o Voice</td>
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<td>o Word Choice</td>
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<td>o Sentence Fluency</td>
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<td>• Editing for</td>
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<tr>
<td>o Conventions</td>
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<tr>
<td>• Publishing</td>
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<tr>
<td>Students will REVISE for:</td>
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<tr>
<td>• Clear ideas</td>
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<td>• The right amount of detail</td>
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<td>• Engaging openings</td>
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<tr>
<td>• Satisfying endings</td>
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<tr>
<td>• Paragraph formation</td>
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<tr>
<td>• Precise and rich vocabulary with a focus on verb, adjectives and adverbs suited to the audience and purpose</td>
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<tr>
<td>• Variation in sentence structure and length</td>
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<tr>
<td>Students will EDIT for:</td>
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<tr>
<td>• End punctuation</td>
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<tr>
<td>• Internal punctuation (comma, semi-colon, quotation marks)</td>
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<td>• All capitals</td>
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<tr>
<td>• Complete sentences</td>
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<tr>
<td>• Run-ons/fragments</td>
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<tr>
<td>• Subject/Verb agreement</td>
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<tr>
<td>• Proper tense</td>
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<tr>
<td>• Spelling</td>
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<tr>
<td>• Phrases and clauses</td>
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<tr>
<td>• Pronoun antecedent agreement</td>
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<td></td>
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<tr>
<td>• Pronoun case</td>
<td></td>
<td></td>
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<tr>
<td>• Correct word usage (homographs/homophones)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Formatting</td>
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</tbody>
</table>
The purpose of word study is to help students learn and apply strategies for rapidly identifying words, as well as for expanding vocabulary and spelling abilities. Word study gives students the opportunity to examine words in order to reveal patterns and consistencies within the written language system. It should help students learn a process for solving words in the service of meaningful

### HIGH FREQUENCY WORDS

Students will understand the high frequency words used frequently in assignments and on tests.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Define</th>
<th>Identify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Develop</td>
<td>Interpret</td>
</tr>
<tr>
<td>Attributes</td>
<td>Describe</td>
<td>Judge</td>
</tr>
<tr>
<td>Classify</td>
<td>Discuss</td>
<td>Observe</td>
</tr>
<tr>
<td>Compare</td>
<td>Elaborate</td>
<td>Organize</td>
</tr>
<tr>
<td>Contrast</td>
<td>Explore</td>
<td>Paraphrase</td>
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<tr>
<td>Connect</td>
<td>Evaluate</td>
<td>Predict</td>
</tr>
<tr>
<td>Diagram</td>
<td>Essential</td>
<td>Respond</td>
</tr>
<tr>
<td></td>
<td>Explain</td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td>Represent</td>
</tr>
</tbody>
</table>

Students will learn these vocabulary concepts in Grades 6-8:
- Spelling-Meaning Connections
- Greek and Latin Elements
- Word Origins
- Greek Number Prefixes

Students will focus on these concepts in Grades 6-8:
- Consonant Alternations
  - The spelling of the base word remains the same, despite the change in sound
- Vowel Alternations
  - Words that are similar in meaning are often similar in spelling
- Greek Number Prefixes
- Greek Roots
- Latin & Greek Prefixes and Meanings
- Common Greek Suffixes
- Changes in Consonants and Vowels
- Assimilated Prefixes

See guide curriculum
<table>
<thead>
<tr>
<th>ORAL LANGUAGE / SPEAKING</th>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>5.01, 6.01</td>
<td></td>
</tr>
<tr>
<td>Students will narrate a fictional or autobiographical account that:</td>
<td>Students will narrate an account such as a news story or historical episode that:</td>
</tr>
<tr>
<td>- Emphasizes significant event(s)</td>
<td>- Creates a coherent organizational structure appropriate to purpose, audience, and context</td>
</tr>
<tr>
<td>- Creates a coherent organizational structure with a clear purpose (inform, persuade, demonstrate)</td>
<td>- Orient the listener to the scene, the people, and the events</td>
</tr>
<tr>
<td>- Uses a range of appropriate strategies to engage the listener (e.g. dialogue, suspense, movement, gestures, expressions, etc.)</td>
<td>- Engages the listener by establishing a context and creating a point of view</td>
</tr>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td>1.02, 1.03, 5.01</td>
<td></td>
</tr>
<tr>
<td>Students will interact appropriately in group settings in which they:</td>
<td>Students will interact appropriately in group settings in which they:</td>
</tr>
<tr>
<td>- Listen attentively</td>
<td>- Respond appropriately to comments and questions</td>
</tr>
<tr>
<td>- Contribute relevant comments</td>
<td>- Offer personal opinions confidently without dominating</td>
</tr>
<tr>
<td>- Connect personal experiences to content</td>
<td>- Give appropriate reasons that support opinions</td>
</tr>
<tr>
<td>- Monitor own understanding of the discussion and seek clarification as needed</td>
<td>- Solicit and respect another person’s opinion</td>
</tr>
<tr>
<td>TOOLS</td>
<td>STRATEGIES /</td>
</tr>
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</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td><strong>TEACHER GUIDED NOTES</strong></td>
<td><strong>TEACHER GUIDED NOTES</strong></td>
</tr>
<tr>
<td>Students will be provided with fill in the blank notes as guidance during instruction.</td>
<td>Students will be provided with outlines of notes as guidance during instruction.</td>
</tr>
</tbody>
</table>

**INDEPENDENTLY PRODUCED NOTES**

Students will be exposed to different note-taking techniques such as:

- Classification Notes
- Class Notes
- Cornell Notes
- Key Topic Notes
- Key Word Notes
- Page-By-Page Notes
- Paraphrasing Notes
- Process Notes
- Sequence Notes
- Study Cards
- Summary Notes
- Text Notes
- Timeline Notes
- Web Notes

**READING TOOLS**

Students will be provided with tools such as:

- Cause-Effect Organizer
- Character Development Chart
- Character Map
- Concept Map
- Critical Reading Chart
- Double Entry Journal
- Fiction Organizer
- 5 W’s Organizer
- Inference Chart
- KWL Chart
- Literature Circle Roles
- Main Idea Organizer
- Non-Fiction Organizer
- Paraphrase or Retelling Chart
- Plot Diagram
- Setting Chart
- Story Board
- Story Organizer
- Thinking Tree
- Topic or Theme Organizer
- Two-Story Map
- Venn Diagram
- View Point and Evidence Organizers
- Web
- Website Profiler

**WRITING TOOLS**

Students will be guided through their writing with:

- Rubrics
- Tiered Assignments
- Writing Samples
- Peer Response Guides
- Outlines
- Graphic Organizers