

## FAME Public Charter School

Scope and Sequence: Grade Kindergarten

<b>Subject/Unit Title: The Short Story</b>			
<b>Estimated Time Frame (#of Days): 30</b>			
<b>Unit 1: The Short Story</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
An Astrologer's Day	Identify and use the literal and figurative meanings of words and understand word derivations. Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Reading 1.1 Reading 3.9	Comprehension Questions; Worksheet evaluating objectives; Student sample piece using figurative language and diction to impact tone, mood, and theme
Tuesday Siesta	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	Reading 3.8	Students will analyze piece and comment on the ambiguities and subtleties in the story
When Mr. Pirzada Came to Dine	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	Reading 3.3	Students will analyze characters of play and write a piece evaluating how these characters affected the plot
Catch the Moon	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and	Reading 1.2 Reading 3.7 Reading 3.9	Students will evaluate story and note where examples of figurative language and tone are used in the story

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	<p>symbolism, and explain their appeal.</p> <p>Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p>		
Grammar and Writing	<p>Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p>Written and Oral Language Conventions 1.1</p> <p>Written and Oral Language Conventions 1.2</p> <p>Written and Oral Language Conventions 1.3</p>	<p>Students will be given passages that need to be edited and corrected</p>
Writing Workshop	<p>Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the</p>	<p>Writing Applications 2.2</p> <p>Writing Strategies 1.1</p> <p>Writing Strategies 1.9</p>	<p>Student will pick a story read from the unit and write a response to a certain theme or concept from that story</p>

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	effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		
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<b>Subject/Unit Title: Nonfiction</b>			
<b>Estimated Time Frame (#of Days): 30</b>			
<b>Unit 2: Nonfiction</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
Living Well, Living Good	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Reading 2.5	Provide comprehension questions to extend students' experience and knowledge
The Tucson Zoo	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Reading 2.5 Reading 3.6	Students will write reflections about the passage and include any additions to the story they feel will help the quality of the story
Straw into Gold, The Metamorphosis of the Everyday	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	Reading 3.6	Students will analyze the use of literary devices in terms of the passage of time

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Time: What I see in Lincoln’s Eyes	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Students will evaluate the story and comment on the various literary devices used
Cinderella’s Upstairs	Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material) Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	Reading 2.8 Reading 3.5	Have students analyze a piece of literature and evaluate whether the passage is biased in any way [i.e. in terms of evidence provided and the author’s intent]
Writing Workshop	Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and	Writing Applications 2.1 Writing Strategies 1.2 Writing Strategies 1.9	Write a biographical piece that relates a sequence of events, focuses on specific places within the story, and have vivid descriptions

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	<p>smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p>		
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<b>Subject/Unit Title: Poetry</b>			
<b>Estimated Time Frame (#of Days): 35</b>			
<b>Unit 3: Poetry</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
Ode to My Socks	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Write a passage using various literary devices
The Print of the Paw AND To an Aged Bear	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	Reading 3.9	Evaluate how voice and persona affect the tone and plot of a passage

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Three Haiku	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Write Haiku poetry correctly using literary devices
After Great Pain, a Formal Feeling Comes AND Heart We Will Forget Him	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Reading 3.7 Reading 3.11	Write several related poems using various poetic styles and literary devices
I am Offering This Poem	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 1.2 Reading 3.7	Write poetry using various techniques in conveying meaning of words
Horses Graze	Recognize and understand the	Reading 3.7	Analyze the literary devices used

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	significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.		in the passage
Miss rosie	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	Reading 3.7 Reading 3.11	Evaluate the impact of diction and figurative language on the passage
Time: We Are Family	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	Reading 2.5	Analyzing ideas presented in sources through various analytical techniques
Comparing Literature: Dream Boogie AND Motto AND playing Jazz AND Dizzie Gillespie, Explorer of New	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. Analyze the way in which a work	Reading 2.4 Reading 3.12	Students must decipher how the themes in the selections relate to issues from their historical periods

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Sounds, from Giants of Jazz	of literature is related to the themes and issues of its historical period. (Historical approach)		
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<b>Subject/Unit Title: Drama</b>			
<b>Estimated Time Frame (#of Days): 25</b>			
<b>Unit 4: Drama</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
The Tragedy of Julius Caesar	Identify and use the literal and figurative meanings of words and understand word derivations. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. Analyze the way in which a work of literature is related to the	Reading 1.1 Reading 3.1 Reading 3.4 Reading 3.10 Reading 3.12 Writing Applications 2.2 Written and Oral English Language Conventions 1.3 Listening and Speaking 1.7 Speaking Applications 2.4	Students will be given a formal exam on the material covered. Students will have to act out various scenes from the play.

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	<p>themes and issues of its historical period. (Historical approach) Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. Deliver oral responses to literature: a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text). b. Support important ideas and viewpoints through</p>		
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	accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		
Writing Workshop	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	Writing Applications 2.4 Writing Strategies 1.1 Writing Strategies 1.4	Students will be given various worksheets to assess cognition and will have to write a personal composition using specific rhetorical devices

<b>Subject/Unit Title: Legends and Myths</b>			
<b>Estimated Time Frame (#of Days): 15</b>			
<b>Unit 5: Legend and Myths</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
The Stealing of Thor's Hammer	Recognize and understand the significance of various literary devices, including figurative	Reading 3.7	Students will write their own mythological story that uses various literary devices

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	language, imagery, allegory, and symbolism, and explain their appeal.		
Comparing Literature: Where the Girl Rescued Hr Brother AND John Henry AND A Song of Greatness	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	Reading 3.7	Students will analyze the passages in terms of the literary devices used
Writing Workshop	Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential	Writing Applications 2.3 Writing Strategies 1.1 Writing Strategies 1.4 Writing Strategies 1.5	Students will have to write an expository composition that marshals evidence in support of a thesis and related claims

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	<p>misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.</p> <p>Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>		
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<b>Subject/Unit Title: Fiction</b>			
<b>Estimated Time Frame (#of Days): 15</b>			
<b>Unit 6: Fiction</b>			
<b>Chapter Title</b>	<b>Objectives</b>	<b>CA State Standards</b>	<b>Assessments</b>
Comparing Literature: What I have Been Doing Lately AND People at Night AND The	Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). Recognize and understand the	Reading 3.6 Reading 3.7	Students will answer comprehension questions in regards to the selections

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Dream	significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.		
Fiction Book Report: Students' create a book report on a fictional book they have read	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).	Reading 3.11 Listening and Speaking Strategies 1.3 Listening and Speaking Strategies 1.4 Speaking Applications 2.1	Students will write a book report and evaluate it in regards to the aesthetic approach and also give an oral report about their reflections
Grammar Workshop	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).	Written and Oral Language Conventions 1.1	Students will be given written assignments to assess them on the concepts given