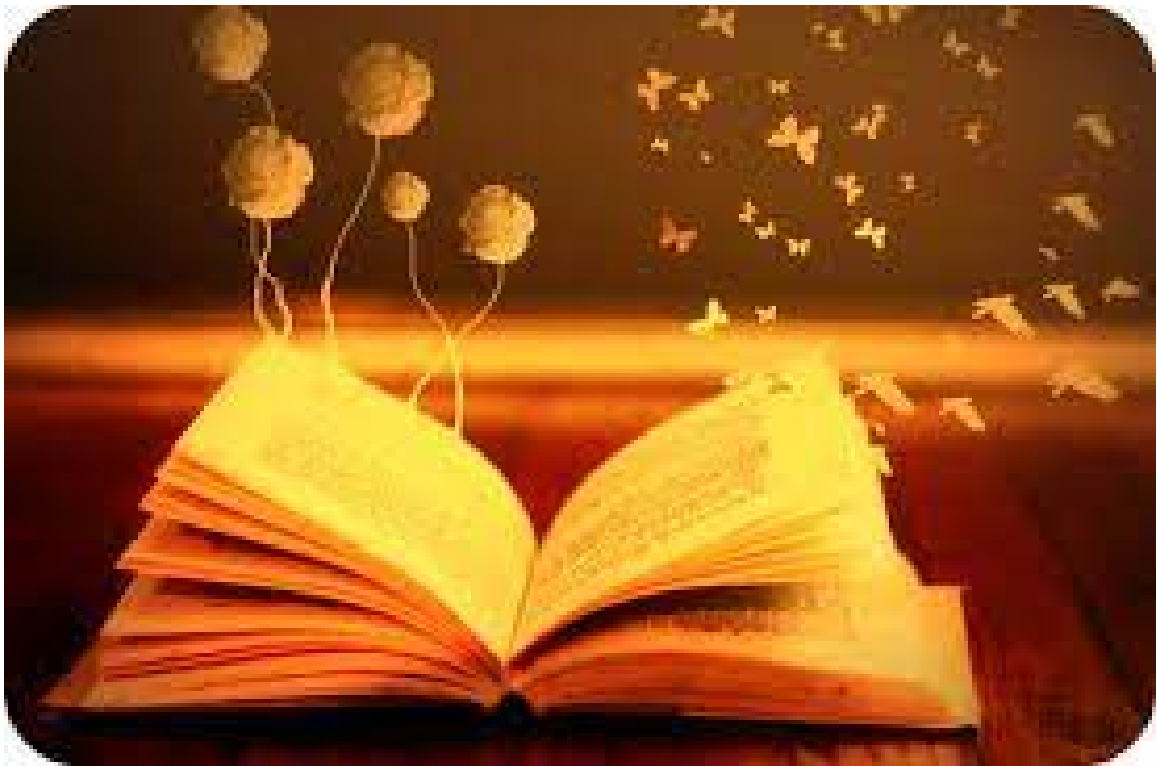


Lakeland School of Walworth County



English Language Arts Guide

Table of Contents

Welcome Message	3
Kindergarten Overview	4
Primary Overview	7
Elementary Overview	10
Middle School Overview	14
High School I-Cycle A Overview	17
High School I-Cycle B Overview	19
High School II-Cycle A Overview	21
High School II-Cycle B Overview	22
Standards-Based Grading	24
How will Progress Be Measured?	24
Copyright Statement	24

Welcome Message

Lakeland School believes in high learning expectations for all students. We see every student as an individual who is a capable learner. It is our goal to provide opportunities that meet the needs of the whole child--intellectual, physical, and social-emotional. At Lakeland School, instruction is aligned with the [Common Core Essential Elements](#). For this reason, we utilize a variety of resources allowing for differentiated instruction.

All grade levels at Lakeland School implement [Learning A-Z](#) products. This includes Reading A-Z, Raz-Kids, and Vocabulary A-Z. Reading A-Z offers 29 levels of reading difficulty to engage each student at their instructional level of text. Raz-Kids allows students to interact with appropriately leveled materials in an online format, while Vocabulary A-Z uses technology connections to improve spelling and phonics skills.

Primary and Elementary departments also integrate [Early Literacy Skills Builder \(ELSB\)](#) lessons. The ELSB curriculum helps students develop foundational literacy skills, such as conventions of print, phonemic awareness, letter-sound correspondence, and sight word vocabulary. ELSB presents eight levels of difficulty to ensure each student is able to engage in both receptive and expressive means during ELA instruction.

Our High School departments access literary classics that have been adapted through [Start-to-Finish](#) and [Readtopia](#), by the Don Johnston company. Lakeland School students gain exposure to a variety of genres while building text connections and comprehension skills. These programs match students to seven levels of text and are aligned to Wisconsin standards.

Starting in third grade, students participate in the [Dynamic Learning Maps \(DLM\)](#) Alternate Assessment. DLM Essential Elements, linkage levels, and nodes have been developed by the University of Kansas Center for Research and correlate to the learning targets adopted by the state of Wisconsin. Lakeland School utilizes the existing DLM linkage levels. For earlier grade levels and non-tested standards, Lakeland School Linkage Levels have been created and follow the same format in order to guide instruction at an appropriate level for each individual.

This document is a resource for parents, educators, school personnel and other community members to support teaching Lakeland School students to grow in skills and knowledge necessary for life outside the classroom.

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Kindergarten Overview

Kindergarten-Trimester One
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none">• EE.RL.K.1, EE.RL.K.3, EE.RL.K.7, EE.RI.K.1, EE.RI.K.3, EE.RI.K.5, EE.RI.K.7, EE.RF.K.1, EE.RF.K.3• EE.W.K.6, EE.W.K.9• EE.SL.K.3, EE.SL.K.5, EE.SL.K.6• EE.L.K.4
<p>Reading</p> <p>Students in kindergarten will learn how to identify the front cover of a book and an emerging awareness of print organization. With guidance and support, they will identify details, characters and settings in familiar stories and texts. Kindergarten students will also identify illustrations or factual information that connect to the story and text. They will also show an emerging awareness of print.</p>
<p>Writing</p> <p>With guidance and support, kindergarten students will explore a variety of digital tools used to produce writing, as well as identify objects/information that relate to their personal experiences.</p>
<p>Speaking & Listening</p> <p>Kindergarten students will learn to ask for help when needed. They will show growth in communicating their thoughts, feelings, and ideas.</p>
<p>Language</p> <p>Students in kindergarten will demonstrate an emerging knowledge of words in everyday routines.</p>

Kindergarten-Trimester Two
Standards Addressed During Grading Period <ul style="list-style-type: none">• EE.RL.K.1, EE.RL.K.3, EE.RL.K.6, EE.RL.K.9, EE.RI.K.1, EE.RI.K.3, EE.RI.K.6, EE.RI.K.9, EE.RF.K.2, EE.RF.K.3• EE.W.K.1, EE.W.K.2, EE.W.K.3• EE.SL.K.1, EE.SL.K.3, EE.SL.K.4, EE.SL.K.6• EE.L.K.1, EE.L.K.5
Reading <p>Kindergarten students will continue to identify details related to character and setting in familiar stories and texts with guidance and support. They will also learn to differentiate between words and illustrations. Students in kindergarten now will identify the adventures and experiences of characters. Kindergarten students will continue to develop an emerging awareness of print and of spoken words, syllables and sounds.</p>
Writing <p>With guidance and support, kindergarten students will select a topic or event and use drawing, dictating or writing to state an opinion and share information.</p>
Speaking & Listening <p>Kindergarten students will begin to participate in conversation with others and will continue to ask for help when needed. They will identify familiar people, places, things, and events, and will continue to communicate with others with guidance and support.</p>
Language <p>Students in kindergarten will demonstrate an emerging understanding of letter and word use, as well as word relationships.</p>

Kindergarten-Trimester Three
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none">• EE.RL.K.2, EE.RL.K.4, EE.RL.K.5, EE.RL.K.10, EE.RI.K.2, EE.RI.K.4, EE.RI.K.8, EE.RI.K.10, EE.RF.K.2, EE.RF.K.3, EE.RF.K.4• EE.W.K.7• EE.SL.K.1, EE.SL.K.2, EE.SL.K.3, EE.SL.K.6• EE.L.K.1, EE.L.K.5, EE.L.K.6
<p>Reading Kindergarten students will recognize familiar texts and identify major events in a story or text. With guidance and support, they will also indicate when an unknown word is used in a text and actively engage in a story. Kindergarten students will continue to build an emerging awareness of print and of spoken words, syllables and sounds.</p>
<p>Writing With guidance and support, kindergarten students will participate in a shared research project.</p>
<p>Speaking & Listening Kindergarten students continue to learn to ask for help and participate in conversations with others. They will begin answering simple comprehension questions.</p>
<p>Language Students in kindergarten will continue to understand letter and word use, as well as word relationships. With guidance and support, they will begin to use the words they have been exposed to in a variety of activities.</p>

Primary Overview

Primary-Trimester One
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none">• EE.RL.1.6, EE.RL.1.9, EE.RL.1.10, EE.RI.1.6, EE.RI.1.7, EE.RI.1.9, EE.RI.1.10, EE.RF.1.1, EE.W.1.3, EE.W.1.5, EE.W.1.7, EE.SL.1.3, EE.L.1.1, EE.L.1.4.a., EE.L.1.5• EE.RL.2.6, EE.RL.2.9, EE.RL.2.10, EE.RI.2.6, EE.RI.2.9, EE.RI.2.10, EE.W.2.3, EE.W.2.5, EE.W.2.7, EE.SL.2.3, EE.L.2.1, EE.L.2.4, EE.L.2.5
<p>Reading</p> <ul style="list-style-type: none">• First graders will actively engage in shared reading of literature and informational text. With guidance and support, students will identify the speaker of a story and identify experiences of characters as same and different. First grade students will use illustrations and factual information to understand a text. They will also learn concepts of print.• Second grade students will actively engage in shared reading of literature and informational text. They will identify who is speaking in dialogue and continue to explore similarities between events. Second graders will build their knowledge of the author and illustrator roles.
<p>Writing</p> <ul style="list-style-type: none">• First grade students will write to share information about an event or drawing. With guidance and support, they will learn to add more information to their writing.• Second graders will build upon their skills by relating writing to a personal experience and continue to strengthen writing by adding more information.
<p>Speaking & Listening</p> <ul style="list-style-type: none">• First graders will learn to communicate confusion or lack of understanding.• Second graders are developing skills to answer questions about details provided by the speaker.
<p>Language</p> <ul style="list-style-type: none">• First grade students are developing an emerging understanding of letter and word use, word meanings, and word relationships.• Second graders are continuing to strengthen these same skills.

Primary-Trimester Two
Standards Addressed During Grading Period <ul style="list-style-type: none">• EE.RL.1.1, EE.RL.1.3, EE.RL.1.4, EE.RL.1.5, EE.RL.1.7, EE.RL.1.10, EE.RI.1.1, EE.RI.1.2, EE.RI.1.3, EE.RI.1.5, EE.RF.1.2• EE.RL.2.1, EE.RL.2.3, EE.RL.2.4, EE.RL.2.5, EE.RL.2.7, EE.RL.2.10, EE.RI.2.1, EE.RI.2.2, EE.RI.2.3, EE.RI.2.5
Reading <ul style="list-style-type: none">• First graders are learning to comprehend literature and informational text. They will understand details, character and setting within a story. First grade students will continue to use illustrations and factual information to understand a text. They will also build skills in breaking words into sounds (phonemes) and syllables.• Second grade students are learning to answer who and where questions to build comprehension skills in literature and informational text. They will use rhyming or repetition to complete a familiar story and will determine the beginning and end of a story.
Writing <ul style="list-style-type: none">• First grade students continue to learn writing skills by selecting their own topic. They will explore digital tools for writing with guidance and support.• Second graders will compose writing with at least one fact to support their topic. They will continue to publish writing using digital tools with guidance and support.
Language <ul style="list-style-type: none">• First grade students will build grammar skills to understand the conventions of writing.• Second graders continue to build their grammar skills to understand the conventions of writing.

Primary-Trimester Three
Standards Addressed During Grading Period <ul style="list-style-type: none">• EE.RL.1.2, EE.RL.1.10, EE.RI.1.4, EE.RI.1.8, EE.RF.1.3, EE.RF.1.4, EE.W.1.1, EE.W.1.8, EE.SL.1.1, EE.SL.1.2, EE.SL.1.4, EE.SL.1.5, EE.SL.1.6, EE.L.1.6• EE.RL.2.2, EE.RL.2.10, EE.RI.2.4, EE.RI.2.8, EE.RF.2.3, EE.RF.2.4.a, EE.W.2.1, EE.W.2.8, EE.SL.2.1, EE.SL.2.2, EE.SL.2.4, EE.SL.2.5, EE.SL.2.6, EE.L.2.6
Reading <ul style="list-style-type: none">• First graders continue recalling details in literature and informational text with guidance and support. They will also clarify the meaning of a word in a text. First grade students will strengthen their letter and word identification skills.• Second graders will increase their exposure to genres from diverse cultures. They will continue to recall events from familiar stories while actively engaging in shared reading of literature and informational text. Second grade students will build their letter-sound knowledge to read words.
Writing <ul style="list-style-type: none">• First and second grade students are learning to share opinions through writing. They are also answering questions about personal experiences to strengthen their writing.
Speaking & Listening <ul style="list-style-type: none">• First and second grade students will participate in conversations with adults and peers, increase their ability to share information about personal experiences, and learn to share information through a variety of means; tactual, photograph, objects, etc.
Language <ul style="list-style-type: none">• First grade and second grade students are learning to use words acquired through daily activities to communicate.

Elementary Overview

Elementary Reading
<p>Standards Addressed in Reading Class</p> <ul style="list-style-type: none">• EE.RL.3.1, EE.RL.3.2, EE.RL.3.3, EE.RL.3.4, EE.RL.3.5, EE.RL.3.6, EE.RL.3.7, EE.RL.3.9, EE.RL.3.10, EE.RI.3.1, EE.RI.3.2, EE.RI.3.3, EE.RI.3.4, EE.RI.3.6, EE.RI.3.9, EE.RI.3.10, EE.RF.3.3, EE.RF.3.4• EE.RL.4.1, EE.RL.4.2, EE.RL.4.3, EE.RL.4.4, EE.RL.4.5, EE.RL.4.6, EE.RL.4.7, EE.RL.4.9, EE.RL.4.10, EE.RI.4.2, EE.RI.4.4, EE.RI.4.6, EE.RI.4.7, EE.RI.4.9, EE.RI.4.10, EE.RF.4.3, EE.RF.4.4• EE.RL.5.1, EE.RL.5.2, EE.RL.5.3, EE.RL.5.4, EE.RL.5.5, EE.RL.5.6, EE.RL.5.7, EE.RL.5.9, EE.RL.5.10, EE.RI.5.1, EE.RI.5.2, EE.RI.5.3, EE.RI.5.4, EE.RI.5.5, EE.RI.5.7, EE.RI.5.9, EE.RI.5.10, EE.RF.5.3, EE.RF.5.4 <p>Standards Addressed in Social Studies Class Rotation</p> <ul style="list-style-type: none">• EE.RI.3.5, EE.RI.3.7, EE.RI.3.8, EE.RI.3.9• EE.RI.4.1, EE.RI.4.3, EE.RI.4.5, EE.RI.4.8, EE.RI.4.9• EE.RI.5.6, EE.RI.5.8
<ul style="list-style-type: none">• While reading literature and informational text, third graders will answer who and what questions, identify the feelings of characters in a story, and determine the beginning, middle, and end of a familiar, logical story. They will identify common elements across texts. Third grade students will recognize 40 or more written words and read a familiar text.• Fourth grade students will use details from the text to recount what the text says, identify the central theme, and identify the narrator of a story. They will compare characters, settings, and events across literature and informational text. Fourth graders will use letter-sound knowledge to identify unfamiliar words and decode cVc pattern words.• While reading literature and informational texts, students in fifth grade will identify words in the text to answer questions about explicit information, compare two characters, and identify story elements that change throughout the text. Fifth grade students will read common sight words and decode single syllable words. They will self-correct while reading.

Elementary Language Arts-Trimester One	
Standards Addressed During Grading Period	<ul style="list-style-type: none">• EE.W.3.1, EE.W.3.2, EE.W.3.4, EE.W.3.5, EE.W.3.6, EE.SL.3.1, EE.SL.3.3, EE.SL.3.6, EE.L.3.1, EE.L.3.2, EE.L.3.4, EE.L.3.5• EE.W.4.1, EE.W.4.2, EE.W.4.4, EE.W.4.5, EE.W.4.6, EE.SL.4.1, EE.SL.4.3, EE.SL.4.6, EE.L.4.1, EE.L.4.2, EE.L.4.4, EE.L.4.5• EE.W.5.1, EE.W.5.2, EE.W.5.4, EE.W.5.5, EE.W.5.6, EE.SL.5.1, EE.SL.5.3, EE.SL.5.6, EE.L.5.1, EE.L.5.2, EE.L.5.4, EE.L.5.5
Writing	<ul style="list-style-type: none">• Third grade students will write opinions about topics and to share information. With guidance and support, third graders will use technology to produce writing with more than one idea. They will also learn to revise their writing with help from adults and peers.• Fourth grade students will write opinions about topics and to share information. They will list ideas that align to their topics and use technology to produce writing that has two ideas in sequential order. They will continue to develop editing/revision skills.• Fifth grade students will write opinions about topics and to share information. They will understand how to write an introduction connected to a topic.
Speaking & Listening	<ul style="list-style-type: none">• Third graders will participate in collaborative discussions and actively answer questions. They will take turns effectively while communicating.• Fourth grade students will participate in collaborative discussions while carrying out assigned roles and identifying the key ideas in the discussion.• While participating in collaborative discussions, fifth graders will come prepared to share information. They will also make comments that link to the comments of others.
Language	<ul style="list-style-type: none">• Language skills developed by third graders include learning about nouns, present and past tense verbs, and common adjectives. They will capitalize the first letter of familiar names. Third graders will use ending punctuation for simple sentences.• Fourth grade students will use possessive pronouns and common prepositions. They will combine three or more words in communication.• Fifth grade students will form and use past tense irregular verbs. They will use conjunctions in their writing and communication. Fifth graders will spell new words by using familiar spelling patterns.

Elementary Language Arts-Trimester Two
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none">• EE.W.3.1, EE.W.3.2, EE.W.3.4, EE.W.3.5, EE.W.3.10, EE.SL.3.1, EE.SL.3.3, EE.SL.3.6, EE.L.3.1, EE.L.3.2, EE.L.3.3, EE.L.3.4, EE.L.3.5• EE.W.4.1, EE.W.4.2, EE.W.4.4, EE.W.4.5, EE.W.4.9, EE.W.4.10, EE.SL.4.1, EE.SL.4.3, EE.SL.4.6, EE.L.4.1, EE.L.4.2, EE.L.4.3, EE.L.4.4, EE.L.4.5• EE.W.5.1, EE.W.5.2, EE.W.5.4, EE.W.5.5, EE.W.5.9, EE.W.5.10, EE.SL.5.1, EE.SL.5.3, EE.SL.5.6, EE.L.5.1, EE.L.5.2, EE.L.5.3, EE.L.5.4, EE.L.5.5
<p>Writing</p> <ul style="list-style-type: none">• Third, fourth, and fifth grade students will continue to build their previous writing skills, as well as make text connections from literature and informational texts within their writing.
<p>Speaking & Listening</p> <ul style="list-style-type: none">• Third graders will participate in collaborative discussions and actively answer questions. They will take turns effectively while communicating.• Fourth grade students will participate in collaborative discussions while carrying out assigned roles and identifying the key ideas in the discussion.• While participating in collaborative discussions, fifth graders will come prepared to share information. They will also make comments that link to the comments of others.
<p>Language</p> <ul style="list-style-type: none">• In addition to previously addressed skills, third graders will understand words that signal spatial relationships.• Fourth grade students will use possessive pronouns and common prepositions. They will combine three or more words in communication.• Fifth grade students will form and use past tense irregular verbs. They will use conjunctions in their writing and communication. Fifth graders will spell new words by using familiar spelling patterns.

Elementary Language Arts-Trimester Three

Standards Addressed During Grading Period

- EE.W.3.1, EE.W.3.2, EE.W.3.3, EE.W.3.4, EE.W.3.5, EE.W.3.6, EE.W.3.7, EE.W.3.8, EE.W.3.10, EE.SL.3.1, EE.SL.3.2, EE.SL.3.3, EE.SL.3.4, EE.SL.3.5, EE.SL.3.6, EE.L.3.1, EE.L.3.2, EE.L.3.3, EE.L.3.4, EE.L.3.5, EE.L.3.6
- EE.W.4.1, EE.W.4.2, EE.W.4.3, EE.W.4.4, EE.W.4.5, EE.W.4.6, EE.W.4.7, EE.W.4.8, EE.W.4.9, EE.W.4.10, EE.SL.4.1, EE.SL.4.2, EE.SL.4.3, EE.SL.4.4, EE.SL.4.5, EE.SL.4.6, EE.L.4.1, EE.L.4.2, EE.L.4.3, EE.L.4.4, EE.L.4.5, EE.L.4.6
- EE.W.5.1, EE.W.5.2, EE.W.5.3, EE.W.5.4, EE.W.5.5, EE.W.5.6, EE.W.5.7, EE.W.5.8, EE.W.5.9, EE.W.5.10, EE.SL.5.1, EE.SL.5.2, EE.SL.5.3, EE.SL.5.4, EE.SL.5.5, EE.SL.5.6, EE.L.5.1, EE.L.5.2, EE.L.5.3, EE.L.5.4, EE.L.5.5, EE.L.5.6

Writing

- Third, fourth, and fifth grade students will identify a topic for a shared research project. They will also learn to sort information about a topic in two categories to support writing about more than one idea.
- Fourth grade students will also understand how to gather information from more than one resource.
- Fifth grade students will gather supporting information from both print and digital sources.

Speaking & Listening

- In connection to a shared research project, third, fourth, and fifth grade students will create and share a multimedia presentation.

Language

- Third graders will understand real-life connections between words and their use. They will use words to describe personal emotions, as well as continue to develop previously addressed skills.
- Fourth grade students will begin to spell words phonetically.
- Fifth graders will use simple idioms. They will understand words that have similar meanings and use acquired vocabulary in conversation.

Middle School Overview

Middle School-Trimester One
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none"> • EE.RL.6.2, EE.RL.6.3, EE.RL.6.4, EE.RL.6.5, EE.RL.6.9, EE.RL.6.10, EE.RI.6.1, EE.RI.6.2, EE.RI.6.3, EE.RI.6.4, EE.RI.6.5, EE.RI.6.9, EE.RI.6.10, EE.W.6.3, EE.W.6.4, EE.W.6.5, EE.W.6.8, EE.W.6.9, EE.W.6.10, EE.SL.6.1, EE.SL.6.3, EE.L.6.4 • EE.RL.7.2, EE.RL.7.4, EE.RL.7.10, EE.RI.7.3, EE.RI.7.4, EE.RI.7.10, EE.W.7.3, EE.W.7.4, EE.W.7.5, EE.W.7.9, EE.W.7.10, EE.SL.7.1, EE.L.7.4 • EE.RL.8.2, EE.RL.8.4, EE.RL.8.10, EE.RI.8.3, EE.RI.8.4, EE.RI.8.10, EE.W.8.3, EE.W.8.4, EE.W.8.5, EE.W.8.9, EE.W.8.10, EE.SL.8.1, EE.L.8.4
<p>Reading</p> <ul style="list-style-type: none"> • Sixth grade students are focusing on details related to the central theme of a story and how a character responds to a challenge. They are determining the structure of a text and how word choice can change meaning in a text, as well as if the title fits the structure of a story or text. • Seventh graders recognize details related to the central theme. They will determine the meaning of simple idioms and figures of speech. In informational texts, seventh grade students will identify how two individuals or events are connected. They will also determine how words are used to inform a text. • Eighth grade students are recounting events, including those related to character and setting, as well as determining connotative meanings of words and phrases in literature and text.
<p>Writing</p> <ul style="list-style-type: none"> • While writing to share information, sixth graders are learning to introduce a topic and provide facts related to the topic. In narrative writing, students will use words that establish a time frame and provide at least two events in their writing. Sixth graders are learning to gather information from multiple sources. • Seventh graders will use words to signal order and to describe feelings of people in their writing. They will improve in their planning, editing and revising skills. • Eighth grade students will write about events or personal experiences that happened in reality or from their imagination. They will provide a closing in their writing.
<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Sixth grade students will participate in collaborative discussions while presenting descriptions, facts or details about a topic. • Seventh graders will participate in collaborative discussions including their ability to acknowledge new information presented by others. • Eighth graders are building upon their collaborative discussion skills, including being able to carry out specific assigned roles during discussion.
<p>Language</p> <ul style="list-style-type: none"> • Sixth grade students will demonstrate knowledge of word meanings by seeking clarification when an unfamiliar word is found in literature and using context to determine which word is more appropriate. • Seventh grade students are building upon their sixth grade language skills. • Eighth graders are forming and using simple verb tenses and aligning them to nouns in writing or communication.

Middle School-Trimester Two	
Standards Addressed During Grading Period	
<ul style="list-style-type: none"> ● EE.RL.6.1, EE.RL.6.2, EE.RL.6.4, EE.RL.6.6, EE.RL.6.7, EE.RL.6.10, EE.RI.6.10, EE.W.6.1, EE.W.6.2, EE.W.6.4, EE.W.6.5, EE.W.6.8, EE.W.6.9, EE.W.6.10, EE.SL.6.6, EE.L.6.1, EE.L.6.5 ● EE.RL.7.1, EE.RL.7.2, EE.RL.7.3, EE.RL.7.4, EE.RL.7.5, EE.RL.7.6, EE.RL.7.7, EE.RL.7.9, EE.RL.7.10, EE.RI.7.1, EE.RI.7.2, EE.RI.7.5, EE.RI.7.9, EE.RI.7.10, EE.W.7.1, EE.W.7.2, EE.W.7.4, EE.W.7.5, EE.W.7.8, EE.W.7.9, EE.W.7.10, EE.SL.7.3, EE.SL.7.6, EE.L.7.1, EE.L.7.3, EE.L.7.5 ● EE.RL.8.1, EE.RL.8.2, EE.RL.8.4, EE.RL.8.7, EE.RL.8.10, EE.RI.8.5, EE.RI.8.10, EE.W.8.2, EE.W.8.4, EE.W.8.5, EE.W.8.9, EE.W.8.10, EE.SL.8.2, EE.SL.8.3, EE.SL.8.6, EE.L.8.3, EE.L.8.5 	
Reading	
<ul style="list-style-type: none"> ● Sixth grade students are learning about information that is stated explicitly and where simple inferences can be drawn from the text. They will identify words or phrases in the text that describe how the speaker is feeling. Students will compare the experience of listening to a story read aloud versus watching a video or live performance. ● Seventh grade students will compare the structure of two or more texts and points of view of two or more characters. ● Eighth graders will utilize text evidence to support inferences. They will compare and contrast the structure of two or more texts and compare a text to a version using alternate media formats. Within informational texts, they will locate the topic sentence and supporting details. 	
Writing	
<ul style="list-style-type: none"> ● Sixth graders will write a claim and at least one supporting reason to support the claim. With guidance and support from adults and peers, sixth grade students will learn to plan and edit their own writing. ● Seventh grade students will identify quotes that will support their writing. ● Eighth graders will improve their writing skills for a variety of purposes, including to share information, present a narrative, or write about personal experiences. 	
Speaking & Listening	
<ul style="list-style-type: none"> ● Sixth grade students will use formal and informal language when appropriate for the communication partner. ● Seventh graders will determine if claims made by a speaker are fact or opinion. They will also communicate precisely and efficiently for the required context or task. ● Eighth grade students will determine the argument made by a speaker on a topic. 	
Language	
<ul style="list-style-type: none"> ● Sixth graders are learning to use personal pronouns. They will also use simple similes and words that have similar meanings. ● Seventh grade students will produce complete, simple sentences when writing or communicating. ● Eighth graders will use to-be verbs accurately and will use common words to understand compound words. 	

Middle School-Trimester Three
<p>Standards Addressed During Grading Period</p> <ul style="list-style-type: none">• EE.RL.6.2, EE.RL.6.4, EE.RL.6.10, EE.RI.6.6, EE.RI.6.7, EE.RI.6.8, EE.RI.6.10, EE.W.6.5, EE.W.6.6, EE.W.6.7, EE.W.6.8, EE.W.6.9, EE.W.6.10, EE.SL.6.2, EE.SL.6.5, EE.L.6.2, EE.L.6.6• EE.RL.7.2, EE.RL.7.4, EE.RL.7.10, EE.RI.7.6, EE.RI.7.7, EE.RI.7.8, EE.RI.7.10, EE.W.7.4, EE.W.7.5, EE.W.7.6, EE.W.7.7, EE.W.7.9, EE.W.7.10, EE.SL.7.2, EE.SL.7.4, EE.SL.7.5, EE.L.7.1, EE.L.7.2, EE.L.7.6• EE.RL.8.2, EE.RL.8.3, EE.RL.8.4, EE.RL.8.5, EE.RL.8.6, EE.RL.8.9, EE.RL.8.10, EE.RI.8.1, EE.RI.8.2, EE.RI.8.6, EE.RI.8.7, EE.RI.8.8, EE.RI.8.9, EE.RI.8.10, EE.W.8.1, EE.W.8.4, EE.W.8.5, EE.W.8.6, EE.W.8.7, EE.W.8.8, EE.W.8.9, EE.W.8.10, EE.SL.8.4, EE.SL.8.5, EE.L.8.1, EE.L.8.2, EE.L.8.6
<p>Reading</p> <ul style="list-style-type: none">• Sixth, seventh, and eighth graders will continue to develop previously listed skills within the contexts of literature and informational texts.
<p>Writing</p> <ul style="list-style-type: none">• Students in sixth, seventh, and eighth grades will continue to develop their writing skills while using technology to produce writing. They will conduct short research projects to answer questions based on multiple sources of information.
<p>Speaking & Listening</p> <ul style="list-style-type: none">• In connection to short research projects, sixth, seventh, and eighth graders will select auditory, visual, or tactual items to share information during presentations.
<p>Language</p> <ul style="list-style-type: none">• Sixth graders will use question marks appropriately and utilize phonics skills to spell unknown words, including domain specific vocabulary.• Seventh grade students will use a variety of end punctuation appropriately.• Eighth graders will use end punctuation and capitalization when writing a sentence. They will use common spelling patterns to spell unknown words.

High School I-Cycle A Overview

High School I-Cycle A, Trimester One
<p>Standards Addressed During Grading Period Novel Study: <i>The Call of the Wild</i></p> <ul style="list-style-type: none">• EE.RL.9-10.1, EE.RL.9-10.2, EE.RL.9-10.3, EE.RL.9-10.4• EE.W.9-10.2• EE.SL.9-10.4, EE.SL.9-10.5, EE.SL.9-10.6• EE.L.9-10.4, EE.L.9-10.5
<p>Reading</p> <ul style="list-style-type: none">• Throughout the weeks of the first trimester, ninth and tenth grade students will determine which citations relate to explicit and implicit information, recount events about the central theme, determine how characters change over time, and determine the meaning of words and phrases as used in text.
<p>Writing</p> <ul style="list-style-type: none">• Ninth and tenth graders will write to share information supported by details while focusing on introducing topics clearly, using complete sentences and using domain specific vocabulary.
<p>Speaking & Listening</p> <ul style="list-style-type: none">• Through a Speech Presentation project, ninth and tenth grade students will present an argument on a topic while using digital media to enhance their projects.
<p>Language</p> <ul style="list-style-type: none">• Students in ninth and tenth grade will learn to interpret common figures of speech, the intended meaning of multiple meaning words, and to use context to determine the meaning of unknown words.

High School I-Cycle A, Trimester Two
<p>Standards Addressed During Grading Period <i>Novel Study: Journey to the Center of the Earth</i></p> <ul style="list-style-type: none">• EE.RL.9-10.10, EE.RI.9-10.5, EE.RI.9-10.6• EE.W.9-10.3, EE.W.9-10.5, EE.W.9-10.6• EE.L.9-10.1, EE.L.9-10.2, EE.L.9-10.3
<p>Reading</p> <ul style="list-style-type: none">• Ninth and tenth grade students will demonstrate understanding while actively engaged in reading. They will also determine an author’s point of view and compare it to their own point of view. They will locate specific sentences that support a central idea or claim.
<p>Writing</p> <ul style="list-style-type: none">• Students will write about personal events or experiences. Ninth and tenth graders will enhance their writing with descriptive words. They will also improve their ability to edit and revise their own writing with and without the use of technology.
<p>Language</p> <ul style="list-style-type: none">• Ninth and tenth grade students will vary syntax, spell most single-syllable words correctly, understand the use of a comma, and use a variety of parts of speech when communicating.

High School I-Cycle A, Trimester Three
<p>Standards Addressed During Grading Period <i>Novel Study: Frederick Douglass-A Hero for All Times</i></p> <ul style="list-style-type: none">• EE.RL.9-10.7, EE.RI.9-10.2, EE.RI.9-10.7• EE.W.9-10.1, EE.W.9-10.7, EE.W.9-10.8, EE.W.9-10.10
<p>Reading</p> <ul style="list-style-type: none">• Students in High School I will compare a story and informational texts told in two different artistic mediums (e.g., poetry and illustration, print and multimedia).
<p>Writing</p> <ul style="list-style-type: none">• While writing claims about topics and texts, ninth and tenth graders will conduct research projects using multiple, reliable sources.

High School I-Cycle B Overview

High School I-Cycle B, Trimester One
<p>Standards Addressed During Grading Period Novel Study: <i>The Adventures of Huckleberry Finn</i></p> <ul style="list-style-type: none">• EE.RL.9-10.4, EE.RL.9-10.9, EE.RI.9-10.1, EE.RI.9-10.4• EE.W.9-10.9• EE.SL.9-10.1, EE.SL.9-10.2, EE.SL.9-10.3
<p>Reading</p> <ul style="list-style-type: none">• Ninth and tenth grade students will continue to build their knowledge of idioms, analogies, and figures of speech in literature and informational texts. They will also identify when an author draws upon references from a different text.
<p>Writing</p> <ul style="list-style-type: none">• Ninth and tenth graders will use information from literary and informational texts to support writing, both narrative and argumentative.
<p>Speaking & Listening</p> <ul style="list-style-type: none">• During collaborative discussions about the novel study, ninth and tenth graders will prepare for discussion, determine the credibility of information, and determine the speaker's point of view on a topic.

High School I-Cycle B, Trimester Two
<p>Standards Addressed During Grading Period Novel Study: <i>20,000 Leagues Under the Sea</i></p> <ul style="list-style-type: none">• EE.RL.9-10.6, EE.RI.9-10.3• EE.W.9-10.4• EE.L.9-10.6
<p>Reading</p> <ul style="list-style-type: none">• Students will determine point of view from a work of literature from outside the United States and compare it to their own point of view. They will also determine connections between individuals, ideas or events in text.
<p>Writing</p> <ul style="list-style-type: none">• Ninth and tenth graders will continue to produce writing that is appropriate to the task, purpose, and audience.
<p>Language</p> <ul style="list-style-type: none">• Students in ninth and tenth grade will continue to use specific words and phrases across contexts.

High School I-Cycle B, Trimester Three

Standards Addressed During Grading Period

Novel Study: Harriet Tubman-The Moses of Her People

- EE.RL.9-10.3, EE.RL.9-10.5, EE.RL.9-10.7, EE.RI.9-10.8, EE.RI.9-10.9, EE.RI.9-10.10

Reading

- Ninth and tenth grade students will determine how characters change over the course of a text. They will also analyze where a text deviates from chronological order of events. Ninth and tenth graders will compare representations of a topic in two different artistic mediums (e.g., poetry and illustration). While reading informational texts, students will determine how specific claims support the author's argument, as well as make connections between more than one article.

High School II-Cycle A Overview

High School II-Cycle A, Trimester One
Standards Addressed During Grading Period Novel Study: <i>Frankenstein</i> <ul style="list-style-type: none">• EE.RL.11-12.1, EE.RI.11-12.1
Reading Students in eleventh and twelfth grades are working to understand both explicit and implicit meanings within literature and informational texts.
High School II-Cycle A, Trimester Two
Standards Addressed During Grading Period Novel Study: <i>Alice in Wonderland, Romeo and Juliet</i> <ul style="list-style-type: none">• EE.RL.11-12.4, EE.RL.11-12.5, EE.RI.11-12.4, EE.RI.11-12.5, EE.RI.11-12.7, EE.RI.11-12.9
Reading <ul style="list-style-type: none">• While reading <i>Alice in Wonderland</i>, eleventh and twelfth grade students are analyzing figurative language and how multiple meaning words and phrases influence literature and informational texts.• While introducing <i>Romeo and Juliet</i>, students will explore how the structure of a text enhances the claim, as well as compare and contrast arguments made by two different texts on the same topic. Students will also begin to compare the literature version of the story to a version in a different media (e.g., play, poem, film).
High School II-Cycle A, Trimester Three
Standards Addressed During Grading Period Novel Study: <i>Romeo and Juliet, The Iliad</i> <ul style="list-style-type: none">• EE.RL.11-12.2, EE.RL.11-12.5, EE.RI.11-12.2, EE.RI.11-12.5, EE.RI.11-12.7, EE.RI.11-12.9
Reading <ul style="list-style-type: none">• While continuing <i>Romeo and Juliet</i>, students will explore how the structure of a text enhances the claim, as well as compare and contrast arguments made by two different texts on the same topic. Students will also continue to compare the literature version of the story to a version in a different media (e.g., play, poem, film).• Students in eleventh and twelfth grades will recount main events and the central idea of literature and connected informational texts while studying <i>The Iliad</i>.

High School II-Cycle B Overview

High School II-Cycle B, Trimester One
Standards Addressed During Grading Period Novel Study: <i>Macbeth</i> <ul style="list-style-type: none">• EE.RI.11-12.5, EE.RI.11-12.7
Reading <ul style="list-style-type: none">• While reading <i>Macbeth</i>, students in eleventh and twelfth grade will analyze how structure enhances a claim made by the text. They will also compare the literature-based version to connected works in a different media (e.g., play, poem, film).
High School II-Cycle B, Trimester Two
Standards Addressed During Grading Period Novel Study: <i>A Christmas Carol, The Wizard of Oz</i> <ul style="list-style-type: none">• EE.RL.11-12.3, EE.RL.11-12.6, EE.RL.11-12.7, EE.RL.11-12.9, EE.RI.11-12.3
Reading <ul style="list-style-type: none">• Eleventh and twelfth graders will read to determine how characters change over time. During their study of <i>A Christmas Carol</i>, students will also determine the point of view of actual language versus its intended meaning. Students will be able to compare the literature-based version to connected works in a different media (e.g., play, poem, film).• Students will study American Literature as they begin <i>The Wizard of Oz</i>, as well as study how events, individuals, and ideas change over time in connected informational texts.
High School II-Cycle B, Trimester Three
Standards Addressed During Grading Period Novel Study: <i>The Wizard of Oz, The Odyssey</i> <ul style="list-style-type: none">• EE.RL.11-12.2, EE.RL.11-12.3, EE.RL.11-12.6, EE.RL.11-12.7
Reading <ul style="list-style-type: none">• Eleventh and twelfth graders will read to determine how characters change over time. During their study of <i>A Christmas Carol</i>, students will also determine the point of view of actual language versus its intended meaning. Students will be able to compare the literature-based version to connected works in a different media (e.g., play, poem, film).• While reading <i>The Odyssey</i>, students will recount main events within literature.

High School II-Writing, Speaking & Listening, Language

Standards Addressed Continuously:

- EE.W.11-12.1, EE.W.11-12.2, EE.W.11-12.3, EE.W.11-12.4, EE.W.11-12.4, EE.W.11-12.5, EE.W.11-12.6, EE.W.11-12.7, EE.W.11-12.8, EE.W.11-12.9, EE.W.11-12.10
- EE.SL.11-12.1, EE.SL.11-12.2, EE.SL.11-12.3, EE.SL.11-12.4, EE.SL.11-12.5, EE.SL.11-12.6
- EE.L.11-12.1, EE.L.11-12.2, EE.L.11-12.3, EE.L.11-12.4, EE.L.11-12.5, EE.L.11-12.6

Writing

Eleventh and twelfth grade students will write routinely over time for a variety of tasks, purposes and audiences. They will work to improve their sentence structure, vocabulary use, source selection, and editing/revision skills. Integrating technology use into their writing will occur through weekly trips to the computer lab and writing using chromebooks within the classroom.

Twelfth grade students will also show growth in writing skills through their completion of the Senior Writing Project.

Speaking & Listening

Students in High School II will engage in collaborative discussions throughout novel studies in order to determine the credibility and accuracy of a speaker's argument. They will also present weekly journal assignments to peers while using digital media to enhance their presentations.

Language

Eleventh and twelfth grade students will develop their communication skills, understanding of word relationship and use related to figures of speech, and their use of context specific and core vocabulary words.

Standards-Based Grading

Standards-based grading is a method for teachers to measure how students are doing in meeting the learning goals for their grade level as determined by the Wisconsin Common Core Essential Elements. Standards-based report cards give a rubric-scaled score for each learning goal that will place student achievement as At Target, Approaching Target, or Emerging within various subject areas. At Lakeland School, this will assist educators and parents alike in recognizing present levels of performance and priority areas of need.

How will Progress Be Measured?

As stated previously in the Welcome Message, Lakeland School believes that all students should have high learning expectations that meet them where they are in the learning process. In order to assess student growth in a number of skill areas, teachers utilize formal and informal Curriculum-Based Measures (CBM). These assessments provide a quick snapshot of student progress at regular intervals and do not take a large amount of time away from instruction. Summative assessments, or assessments that measure growth for a complete unit or time period of instruction, as well as formative assessments, those that gather information of student learning in the moment will be balanced throughout the school year.

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