

**SHENENDEHOWA CENTRAL SCHOOL
CLIFTON PARK, NEW YORK**

OFFICE OF CURRICULUM, INSTRUCTION AND LEARNING

**English/Language Arts
Essential Content and Competencies
and Handbook
Grades 6-8**



INTRODUCTION

Shenendehowa's English/Language Arts Essential Content and Competencies integrates the four standards from New York State Core Curriculum with the *Profile of a Shenendehowa Graduate*. The four standards are:

- I. Students will read, write, listen and speak for information and understanding.
- II. Students will read, write, listen and speak for literary response and expression.
- III. Students will read, write, listen and speak for critical analysis and evaluation.
- IV. Students will read, write, listen and speak for social interaction.

This document is organized into a developmental sequence of content and competencies for 9-12. This sequence establishes when skills should be introduced (I), developed and practiced (D), and applied consistently (A). A dot (•) indicates a skill will continue to be applied at a grade appropriate level. Teacher assistance is implied at the "I" and "D" levels, diminishing at the "A" Level.

The Shenendehowa ECC shares the philosophy expressed in the English/Language Arts Core Curriculum:

- recognizes that English Language Arts learners must be exposed to regular and varied opportunities to read (25 books or their equivalent per year), write (1000 words or more per month), listen (daily), and speak (daily).
- recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening and speaking competencies
- suggests the ongoing nature of language arts development across the continuum from kindergarten to grade 12
- affirms that all students are able to achieve competency in the presence of skills instruction, adequate time for learning, varied and/or specialized resources, and additional support
- recognizes that equity and access to technology and other resources must be assured
- reflects an understanding of the developmental needs of students as they work to achieve competency in language arts
- focuses on students as active learners, responsible for and knowledgeable about their own learning

A handbook, broken down by grade level clusters, has been developed that provides skills, strategies, and resources to be implemented in the classroom.

Standard I – Students will read for information and understanding. Reading
See ELA Handbook 6-8

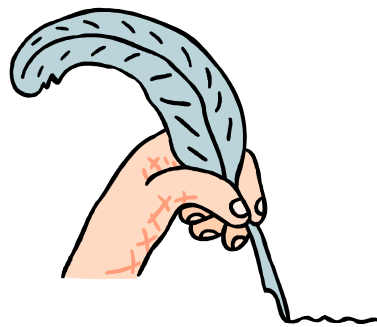
- R-1 *Locate and use school and public library resources, with some direction, to acquire information.*
- R-2 Locate and use school and public library resources independently to acquire information.
- R-3 Use table of contents and indexes to locate information.
- R-4 Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts.
- R-5 Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment.
- R-6 Skim materials and/or texts to gain overall impression and scan for particular information to select texts, useful for the task.
- R-7 Use indexes and text features such as headings, captions, and titles to understand, interpret, and define terms and informational text..
- R-8 *Recognize organizational formats such as graphic organizers to assist in comprehension of informational text and to assist in construction of graphic organizer.*
- R-9 Identify missing information, relevant and irrelevant information.
- R-10 Identify conflicting, and/or unclear information.
- R-11 Distinguish between fact and opinion.
- R-12 Identify information that is implied and/or explicit in order to draw conclusions.
- R-13 Compare and contrast information about one or more topics from a variety of sources.
- R-14 *Formulate questions to be answered by reading informational text.*
- R-15 Recognize how new information is related to prior knowledge, reading, and/or experience.
- R-16 *Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, and subjects, and to the world at large.*
- R-17 Make, confirm, or revise predictions.
- R-18 Condense, combine, or categorize information from one or more sources.

6	7	8
D	A	•
	I	D
•	•	•
I	I	D
I	I	D
I	I	D
I	D	D/A
I	I	D/A
I	D	A
	I	D
D	D	A
I	D	A
I	D	A
I	D	A
D	D	D
I	D	D
A	•	•
I	D	D

Standard I – Students will write for information and understanding. Writing
See *ELA Handbook 6-8*

- W-1 Use several sources of information (in addition to an encyclopedia) in developing research reports using MLA format..
- W-2 Take research notes, using a note taking process such as outlines and graphic organizers to plan reports.
- W-3 Include relevant information and exclude irrelevant information.
- W-4 *Use paraphrase and quotation correctly.*
- W-5 Connect, compare, and contrast ideas and information from one or more sources.
- W-6 Support ideas with examples, definitions, analogies, and direct references to the text
- W-7 Use graphics such as graphs, charts, and diagrams to enhance the communication of information..
- W-8 Write accurate and complete responses to questions about informational material.
- W-9 Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format..
- W-10 *Write accurate and complete responses using paragraphing to organize ideas and information.*
- W-11 Maintain a portfolio that includes informational writing.

6	7	8
D	D	A
I	D	A
I	D	A
I	D/A	A
D	A	A
I	D	A
D	A	A
	I	D
D	A	A
A	A	A



Standard I - Students will listen for information and understanding. Listening – Students will listen on a daily basis.

See *ELA Handbook 6-8*

L-1 *Identify essential information for note taking.*

L-2 Listen in planning or brainstorming sessions with peers.

L-3 Listen to and follow multi-step directions which provide information about a task or an assignment..

L-4 Recall from listening sources, significant ideas, details and relationships.

L-5 Distinguish between relevant and irrelevant oral information and between fact and opinion.

L-6 Identify missing, conflicting or unclear information.

L-7 Make, confirm, or revise predictions.

L-8 Draw conclusions and make inferences based on explicit and implied information.

L-9 Recognize that the speaker’s voice quality and delivery impact communication.

L-10 Interpret information from media presentations such as documentary films, news broadcasts, taped interviews.

L-11 *Connect new information to prior knowledge of experience.*

	6	7	8
	I	D/ A	A
	I	A	A
	I	D/ A	A
	I	D	A
	D	D	A
		I	D
	A	A	A
	A	A	A
	D	D/ A	A
	I	D	D/ A
	D/ A	D/ A	D/ A

I = Introduce, D = Develop, A = Apply

Italics indicates requirements of ECC above and beyond NYS Standards for grade level.

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Standard I - Students will speak for information and understanding. Speaking – Students will speak on a daily basis.

See *ELA Handbook 9-12*

- S-1 Prepare and give presentations on informational topics.
- S-2 Contribute to group discussions by offering comments to clarify and interpret ideas and information.
- S-3 Present information to address audience needs and to anticipate questions.
- S-4 Present examples, definitions, analogies, and direct references to the text in support of ideas..
- S-5 Connect, compare, and contrast ideas and information.
- S-6 Use the conventions of the presentational format for panel discussions, debates, and mock trials.
- S-7 Ask and respond questions to acquire and clarify information
- S-8 Use notes, outlines, and/or speaking points to assist in delivery.
- S-9 Express point of view providing facts and details in support.
- S-10 Use a variety of techniques, such as anecdotes, starting statistics and literary devices.
- S-11 Summarize main points as part of the conclusion.
- S-12 Give directions and explain a process.

	6	7	8
	D/ A	D/ A	D/ A
	I	D	D/ A
		I	D
	I	I/ D	D
	D/ A	D/ A	D/ A
	I	I/ D	D/ A
	A	A	A
	D	D	D
	I	D/ A	D/ A
		I/ D	I/ D
	I/ D	D/ A	A
	I	D	D

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Standard II – Students will read for literary response and expression. Reading
See *ELA Handbook 6-8*

- R-1 Read silently and aloud from a variety of genres, authors, and themes.
- R-2 Recognize that one text may generate multiple interpretations.
- R-3 Interpret characters, plot, setting, theme, and dialogue, using evidence from the text.
- R-4 Identify the ways in which characters change and develop throughout the story.
- R-5 *Identify author’s point of view, such as first person narrator and omniscient narrator.*
- R-6 Recognize recurring themes in a variety of literary works.
- R-7 Recognize and determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author;s message or intent..
- R-8 *Recognize how the author’s use of language creates images or feelings.*
- R-9 Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry.
- R-10 Identify questions of personal importance and interest and literature that addresses them
- R-11 Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives.*
- R-12 Identify social context and other cultural and geographical characteristics of the time period in order to enhance understanding and appreciation of text.
- R-13 Compare a film, video, or stage version of a literary work with the written version.*

6	7	8
A	A	A
A	A	A
A	A	A
A	A	A
I/D	D/ A	A
I/D	D/ A	A
I/D	D/ A	D/ A
I	D	A
I	D	D
I	D/ A	A
D	D	D
I	D/ A	A
D/ A	D	D



Standard II - Students will write for literary response and expression. Writing
See ELA Handbook 6-8

W-1 Write original imaginative texts:

- use organizing structures such as stanzas, chapters, science, verses, and dialogue

W-2 *Develop a narrative, using an organizational plan such as chronology or flashback*

W-3 *Sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution).*

W-4 Develop complex characters and create a setting.

W-5 Use examples of literary devices such as rhythm, rhyme, simile, and personification

W-6 *Establish and maintain a consistent point of view that enhances the message and/or establishes the mood.*

W-7 *Use vocabulary that is creative and creates a desired effect*

W-8 *Create a lead that attracts the reader's interest*

W-9 *Provide a title that interests the readers*

W-10 Write interpretive essay, in order to

- Summarize the plot
- demonstrate understanding of plot and theme
- Express opinions and support them through specific references to the text
- *Identify and describe characters, their motivations, and how they change*
- Describe, analyze, and recognize the setting and its importance to the story
- *Draw conclusions and provide reasons for the conclusions*

W-11 Identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning

W-12 *Recognize the impact of rhythm and rhyme*

W-13 Compare and contrast characters, setting, mood, and voice in more than one literary text or performance

W-14 *Make connections between literary text and personal experience or knowledge*

- Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text
- Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.

	6	7	8
D	D	A	
D	D	A	
D	D/A	A	
I	D	D	
I/D	D	A	
I	D	D	
I	D	A	
I	D/A	A	
I/D	A	A	
D	A	A	
I	D	D/A	
I	D	A	
I	D	A	
I	D/A	A	
I/D	I/D	I/D	
I	I/D	I/D	
	I	D	
I	D	D	
I	D	D	

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Standard II - Students will listen for literary response and expression. LISTENING
See ELA Handbook 6-8

- L-1 Interpret and respond to texts on a variety of themes from different genres and authors.
- L-2 *Listen to class lectures, small group and classroom discussions to comprehend, interpret, and critique literary text.*
- L-3 Identify characters' motivation
- L-4 Recognize different levels of meaning in presentations
- L-5 *Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme in presentation of imaginative texts and poetry and determine their impact on meaning*
- L-6 *Identify how the author's choice of words, characterization, and use of other literary devices affects the listener's interpretation of the oral text.*
- L-7 Recognize that meaning of the spoken word can vary based on tone, volume, pitch, and rate
- L-8 Recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response.
- L-9 *Use personal experience and prior knowledge to interpret and respond to imaginative texts and performances*
- L-10 *Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings*
- L-11 Recognize social, historical, and cultural features in presentations of imaginative texts, and performances

	6	7	8
	D/A	D/A	D/A
	A	A	A
	A	A	A
		I	D
	A	A	A
	I	D	A
	I	D	D/A
	I	D	A
	D	A	A
	I	D	A
	D	D/A	D/A

Standard II - Students will speak for literary response and expression. SPEAKING
See *ELA Handbook 6-8*

- S-1 Express interpretations and support them through specific references to the text
- S-2 *Present original imaginative texts, using language and text structures that are inventive; for example:*
- *Use conventions of the literary genre (story, poem, play)*
 - *Use rhythm, and repetition to create an emotional or aesthetic effect*
 - *Use and introduction that catches and excites the interest of the listener*
- S-3 Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances
- S-4 Explain the social, historical, and cultural features of imaginative text
- S-5 *Share book reviews.*
- S-6 Summarize the plot, describe motivation of characters, and explain the importance of setting.
- S-7 Connect a personal response to literature to prior experience or knowledge
- S-8 Ask and respond to questions to clarify an interpretation or response to imaginative texts and performances
- S-9 Use notes or outlines appropriately in presentations

6	7	8
	I	D
I	I	D
I/ D	D	D/ A
I/ D	D	D/ A
I/ D	D	D/ A
A	A	A
	I	D/ A
A	A	A
A	A	A
A	A	A
A	A	A



Standard III - Students will read for critical analysis and evaluation. READING
See *ELA Handbook 6-8*

Evaluate information, ideas, opinions, and themes in texts by identifying:

- R-1 the central idea and supporting details
- R-2 details that are primary and those that are less important
- R-3 precise and vague language
- R-4 statements of fact, opinion, and exaggeration
- R-5 missing or unclear information
- R-6 Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:
 - identifying conflicting information
 - consider the background and qualification of the writer
 - question writers' assumptions, beliefs, intentions, and biases
 - evaluate examples, details, or reasons used to support ideas
 - identify fallacies of logic that lead to unsupported conclusions
 - discriminate between apparent message and hidden agenda
 - identify propaganda and evaluate its effectiveness
 - identify techniques an author uses to persuade; for example, emotional and ethical appeals
 - *identify differing points of view in texts and presentations*
 - *identify cultural and ethnic values and their impact on content*
 - identify multiple levels of meaning
- R-7 Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
- R-8 *Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text*
- R-9 *Recognize the effects of one's own point of view in evaluating ideas, information, opinions, and issues*
- R-10 Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal
- R-11 Suspend judgment until all information has been presented

	6	7	8
•	•	•	•
•	•	•	•
A	•	•	
•	•	•	
•	•	•	
	I	D/A	
I	D/A	D/A	
	I	D	
	I/D	D	
	I	D	
	I	D	
	I	D	
	I	D	
I	D	A	
I	D	A	
	I/D	D/A	
I	D	A	
D	D	A	
I	D	A	
	I	D	
	I	D	

Standard III - Students will read, write, listen and speak for critical analysis and evaluation. Students will write an average of 1000 words per month across all content areas and standards. - WRITING
See *ELA Handbook 6-8*

	6	7	8
W-1 Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing.	D	A	•
W-2 Use supporting evidence from text to evaluate ideas, information, themes, or experiences.	D	D	D
W-3 Analyze and present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects	D	D	A
W-4 Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments	D	D	D
W-5 Analyze literary elements in order to evaluate the quality of ideas and information in text.	I	I/ D	D
W-6 Compare and contrast use of literary elements in more than one genre by more than one author.	I	I/ D	D
W-7 Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast	I/ D	A	A
W-8 Use precise vocabulary in writing analysis and evaluation	D/ A	D/ A	D/ A
W-9 Explain connections between and among texts to extend the meaning of each individual text	D	A	A
W-10 Present clear analyses, using examples, details, and reasons from the text	I	I/D	D
W-11 Present a hypothesis and predict possible outcomes from one or more perspectives		I	D
W-12 Select content and choose strategies for written presentation based on audience, purpose, and content		I	D
W-13 Maintain a writing portfolio that includes writing for critical analysis and evaluation	A	A	A

Standard III - Students will read, write, listen, and speak for critical analysis and evaluation. Students will listen on a daily basis. - LISTENING
See *ELA Handbook 6-8*

- L-1 Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences
- L-2 Recognize multiple levels of meaning
- L-3 Use personal experiences and knowledge, and the opinions of speakers in school and community settings to make judgments from a variety of perspectives.
- L-4 Recognize persuasive presentations and identify the techniques used to accomplish that purpose, such as choice of language and use of sound effects
- L-5 Recognize persuasive techniques, such as emotional and ethical appeals in presentations
- L-6 Evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery
- L-7 Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations
- L-8 Identify conflicting, missing or unclear information
- L-9 Suspend judgment until all information has been presented
- L-10 Evaluate organization of presentations
- L-11 *Evaluate content and organization of the presentations, applying criteria such as appropriateness and completeness of reasons, examples, details; relevance of statements in relation to topic; validity of speaker's conclusion.*

	6	7	8
I/D	D/A	A	
I	D/A	D/A	
I	D	D	
D	D	D	
	I	D	
A	A	A	
	I	I/D	
I/D	D/A	A	
I	D	D	
I	D	A	
	I	I/D	

Standard III - Students will read, write, listen, and speak for critical analysis and evaluation. Students will speak on a daily basis. - SPEAKING
See *ELA Handbook 6-8*

- S-1 Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
- S-2 Use an organizational format (for example question/answer, compare/contrast, cause/effect) so that ideas and information are clear.
- S-3 State a hypothesis and predict possible outcomes from one or more perspectives
- S-4 Present content, using strategies designed for the audience, purpose, and context.
- S-5 Present a subject from one or more perspectives
- S-6 Credit sources of information and opinions accurately in presentations and handouts
- S-7 Ask and respond to questions to clarify an opinion or judgment

	6	7	8
	D/A	D/A	D/A
	D/ A	D/ A	D/ A
		I	D
		I	D
	I	D	A
		I	D
	D	D	D

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Standard IV - Students will read, write, listen and speak for social interaction. Students will read a minimum of 25 books or the equivalent per year across all content areas and standards. - READING
See *ELA Handbook 6-8*

R-1 Share reading experiences to build a relationship with a peer or adult; for example, read together silently or aloud with a partner or in small group

R-2 Consider age, gender, social position, and cultural traditions of the writer

R-3 Recognize conversational tone in social communication.

R-4 Recognize the types of language appropriate to social communication; for example, jargon, colloquialisms, and e-mail conversations.

6	7	8
•	•	D
D	D	D
A	A	A
D	D	D

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Standard IV - Students will read, write, listen and speak for social interaction. Students will write an average of 1000 words per month across all content areas and standards. - WRITING
See *ELA Handbook 6-8*

- W-1 Share the process of writing with peers and adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups.
- W-2 Respect age, gender, position, and cultural traditions of the recipient.
- W-3 Develop a personal voice that enables the reader to get to know the writer
- W-4 Write personal reactions to experiences, events, and observations using a form of social communication
- W-5 Identify and model the social communication techniques of published writers
- W-7 Use the conventions of electronic mail

6	7	8
D	D	D
•	•	•
D	D	D
D	D	D
	I	D/ A
I	I	D

Standard IV - Students will read, write, listen, and speak for social interaction. Students will listen on a daily basis. - LISTENING

See *ELA Handbook 6-8*

- L-1 Participate as a listener in social conversation with one or more people who are friends or acquaintances
- L-2 Respect age, gender, position, and cultural traditions of the speaker.
- L-3 Listen for more than one level or meaning, articulated and unspoken
- L-4 Recognize the meaning of speakers' nonverbal cues.
- L-5 Encourage the speaker with appropriate facial expressions and gestures.
- L-6 Recognize that social communication may include informal language such as jargon and colloquialisms
- L-7 Withhold judgment
- L-8 Appreciate a speaker's uniqueness

	6	7	8
	I	D	D
	D	D	D
		I	D
	D	D	D
	I	D	D
	I/ D	D/ A	•
			I
	I	D	D

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Standard IV - Students will read, write, listen, and speak for social interaction. Students will speak on a daily basis. - SPEAKING
See *ELA Handbook 6-8*

- S-1 Respect age, gender, position, and cultural traditions of the listener when speaking for social interaction.
- S-2. Provide feedback by asking questions designed to encourage further conversation
- S-3 Avoid sarcasm, ridicule, dominating the conversation, and interrupting
- S-4 Use culture-specific language, jargon, colloquialism, and gestures appropriate to the purpose, occasion, and listener
- S-5 Respond to listener’s interests, needs, and reactions to social conversations.
- S-6 Adopt conventions of e-mail to establish friendly tone in electronic-based social communication.
- S-7 Use the informal language of social communication
- S-8 Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other.

6	7	8
•	•	•
I/ D	D/ A	D/ A
I/ D	D	D
I	D	D
	I	D
	I	D
I	D	A
I	D	A

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Appendix for Language Arts Grade 6-8

Greek and Roman Mythology

Aphrodite/Venus
"Apollo and Daphne"
Apollo/Mars
Artemis/Diana
Athena/Minerva
Atlas
Cupid/Eros
"Cupid and Psyche"
Dionysus/Bacchus
"Echo and Narcissus"
Elysian Fields
Eros/Cupid
Furies
Hera/Juno
Hercules
Hermes/Mercury
Janus
Lord of the Sky: Zeus by Doris Gates
Medusa
"Orpheus and Eurydice"
Pandora's Box
Posieden/Neptune
Prometheus
Pygmalion
Romulus and Remus
Sirens
Styx

Classic American Literature

Alcott, Louisa May *Little Women*
Cooper, James Fenimore *The Last of the Mohicans*
Crane, Stephen *The Red Badge of Courage*
Hale, E. E. *The Man Without a Country and Other Stories*
Henry, O. "The Gift of the Magi"
Irving, Washington *The Legend of Sleepy Hollow and Other Selections*
London, Jack
 Call of the Wild
 "To Build A Fire"
 Sea Wolf
 White Fang
Poe, Edgar Allan

"The Black Cat"

The Complete tales and Poems of Edgar Allan Poe

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Tales of Terror

Twain, Mark

The Adventures of Tom Sawyer
The Adventures of Huckleberry Finn
A Connecticut Yankee in King Arthur's Court
The Prince and the Pauper
Pudd'nhead Wilson
Tom Sawyer Abroad
Tom Sawyer, Detective

Steinbeck, John *Of Mice and Men*

The Pearl

The Red Pony

Hemingway, Ernest *The Old Man and the Sea*

Wilder, Thornton *Our Town*

Classic British Literature

Barrie, J. M. *Peter Pan*

Shelly, Mary W. *Frankenstein*

Stevenson, Robert Louis *Dr. Jeckyl and Mr. Hyde*

Swift, Jonathan, *Gulliver's Travels*

Orwell, George *Animal Farm*

Burnett, Frances H. *The Secret Garden*

Defoe, Daniel *Robinson Crusoe*

Dickens, Charles

David Copperfield

Oliver Twist

A Christmas Carol

Great Expectations

A Tale of Two Cities

Eliot, George *Silas Marner*

Doyle, Arthur Conan Sherlock Holmes: *The Complete Novels and Stories*

Kipling, Rudyard *Captains Courageous*, *Kim*

Tennyson, Alfred

Wilde, Oscar *The Canterville Ghost*

Bronte, Charlotte *Jane Eyre*

Bronte, Emily *Wuthering Heights*

Shakespeare, William *The Taming of the Shrew*

Romeo and Juliet

Julius Ceasar

A Midsummer Night's Dream

Classic World Literature

Cervantes, Miguel de *The Adventures of Don Quixote de la Mancha*

Dumas, Alexandre *The Count of Monte Cristo*. *The Three Musketeers*

Frank, Anne *The Diary of a Young Girl*

Maupassant, Guy de *Best Short Stories*

Verne, Jules *Around the World in Eighty Days*

Journey to the Center of the Earth

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Twenty Thousand Leagues Under the Sea
Wyss, Johann, The Swiss Family Robinson

Adapted, Retold and Excerpted Literature

Angelou, Maya I Know Why the Caged Bird Sings
Oliver Twist
Romeo and Juliet
The Secret Garden

Modern Contemporary Fiction

Hien, Nguyen Thai Duc Doi song moi Tren dat moi: A New Life in a New Land
Adams, Edward B., ed. Two Brothers and Their Magic Gourds
Armstrong, William H. *Souder*
Borland, Hal When the Legends Die
Bradbury, Ray *Fahrenheit 451*
Bradbury, Ray All Summer in a Day
Buck, Pearl S. *The Good Earth*
Burch, Robert *Queenie Peavy*
Byers, Betsy The Summer of Swans
Clapp, Patricia I'm Deborah Sampson: A Soldier in the Ware of the Revolution
Cleary, Beverly *Dear Mr. Henshaw*
Cormier, Robert 8+1
Cormier, Robert *I Am the Cheese*
Cormier, Robert *The Chocolate War*
Craven, Margaret I Heard the Owl Call My Name
De Saint-Exupery *The Little Prince*
Dorris, Michael *Morning Girl*
Fletcher, Lucille *Sorry, Wrong Number*
Forbes, Esther *Johnny Tremain*
Fox, Paula *One-Eyed Cat*
George, Jean Craighead *Julie of the Wolves*
Gibson, William *The Miracle Worker*
Gipson, Fred *Old Yeller*
Golding, William *Lord of the Flies*
Hamilton, Virginia The House of Dies Drear
Hansberry, Lorraine *A Raisin in the Sun*
Hautzig, Esther *A Gift for Mama*
Hinton, S. E. *Tex*
Hinton, S. E. *The Outsiders*
Keyes, Daniel Flowers for Algernon
Knowles, John *A Separate Peace*
Kroeber, Theodora Ishi, Last of His Tribe
Lawrence, Jerome and Robert Lee *Inherit the Wind*
Lee, Harper To Kill a Mockingbird
L'Engle, Madeleine *A Wrinkle in Time*
Lewis, C. S. The Lion, the Witch and the Wardrobe
Mathis, Sharon B The Hundred Penny Box
O'Dell, Scott Island of the Blue Dolphins
Orgel, Doris *Ariadne, Awake!*

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Orlev, Uri *The Island on Bird Street*
Paulsen, Gary *The River*
Paterson, Katherine *Bridge to Terabithia*
Peck, Robert Newton *A Day No Pigs Would Die*
Rawlings, Marjorie Kinnan *The Yearling*
Rawls, Wilson *Where the Red Fern Grows*
Richter, Conrad *The Light in the Forest*
Rose, Reginald *Twelve Angry Men*
Salinger, J. D. *Catcher in the Rye*
Saroyan, William *The Human Comedy*
Schaeffer, Jack *Shane*
Soto, Gary, *Local News*
Speare, Elizabeth, *The Witch of Blackbird Pond*
Taylor, Theodore *The Cay*
Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
Thurber, James "The Secret Life of Walter Mitty"
Tolkien, J. R. R. *The Hobbit*
Uchida, Yoshiko, *A Jar of Dreams*
White, T. H. *The Once and Future King*
Yep, Laurence *Dragonwings*
Yep, Laurence *Child of the Owl*
Zindel, Paul *The Pigman*

Poetry and Poets

Angelou, Maya "Caged Bird", "Woman Work"
Austin, Mary, translator "A Song of Greatness" a Chippewa song
Brewton, Sara, and John Brewton, eds. *American Forever New: A Book of Poems*
Brooks, Gwendolyn "The Bean Eaters"
Carroll, Lewis "Father William"
Dickenson, Emily, "I Like to See it Lap the Miles"
Dunbar, Paul Laurence "Sympathy"
Dunning, Stephen, ed. *Reflections on a gift of Watermelon Pickle*
Frost, Robert "Stopping by the Woods on a Snowy Evening," "The Road Not Taken"
Hughes, Langston Don't You Turn Back
Hughes, Langston "Harlem" "Life is Fine," "The Negro Speaks of Rivers"
Johnson, James Weldon "Lift Ev'ry Voice and Sing"
Longfellow, Henry Wadsworth "A Psalm of Life"
Longfellow, Henry Wadsworth "Song of Hiawatha"
Ortiz, Simon "My Father's Song"
Plotz, Helen, ed. *The Gift Ourright: America to Her Poets*
Poe, Edgar Allan "Annabel Lee" "The Raven"
Sandburg, Carl
Shakespeare, William "All the World's a Stage" from *As You Like It*
Tennyson, Alfred "The Lady of Shalott"
Williams, William Carlos *This is Just to Say*

Nonfiction - Information

Beatty, Patricia *Lupita Manana*
Brenner, Barbara *On the Frontier with Mr. Audubon*

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DeGarza, Patricia *Chicanos: The Story of Mexican-Americans*
Demuth, Patricia Joel: *Growing Up on Farm Man*
Kennedy, John F, *Inaugural Address*
King, Martin Luther, Jr. "I Have a Dream"
St. George, Judith *The Brooklyn Bridge: They Said It Couldn't Be Built*

Nonfiction - Biography

Franchere, Ruth *Cesar Chaves*
Greenfield, Howard *March Chagall: An Introduction*
Hunter Edith Fisher *Child of the Silent Night: The Story of Laura Bridgeman*
Jackson, Jesse *Make a Joyful Noise Unto the Lord: The Life of Mahalia Jackson, Queen of Gospel Singers*
Kohn, Bernice *Talking Leaves: The Story of Sequoyah*
Kroeber, Theodora Ishi, *Last of His Tribe*
McCunn, Ruthanne L. *Thousand Piece of Gold: A Biographical Novel*
McGovern, Ann *The Secret Soldier: The Story of Deborah Sampson*
Nhuong, Huynh Quang *Land I Lost*
Reiss, Jonathan *The Upstairs Room*

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