

**2020/2021 (Odd Year) CYCLE 3 (of 4) GRADES 5-8 YEARLY PLANNING/PACING GUIDE**

| 2020/2021 (Odd Year) CYCLE 3 (of 4) GRADES 5-8 YEARLY PLANNING/PACING GUIDE   |  |  |
|---|--|--|
| THEME/CONCEPT   | CHANGE BEGINS WITHIN / TRANSFORMATION  |  |
| QUARTER   | QUARTER ONE-A (FIRST HALF)   | QUARTER ONE-B (SECOND HALF)  |
| DATES   | Aug.____ - Sep.____ (4-5 weeks)  | Sep.____ - Oct.____ (4-5 weeks)  |
| <b>BIBLE</b>  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.1-War in Heaven<br>Unit 7.2-Creation and the Fall  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.3-The Cross  |
| <b>SCIENCE OR SOCIAL STUDIES</b>  | <b>BY DESIGN SCIENCE: LIFE SCIENCE:</b><br><br><b>GRADE 5, CHAPTER 3, LESSONS 1, 2, 3 &amp; 4</b><br><b>GRADE 5, CHAPTER 4, LESSONS 1, 2 &amp; 3</b><br><b>GRADE 6, CHAPTER 1, LESSONS 1, 2 &amp; 3</b><br><b>GRADE 8, CHAPTER 3, LESSONS 1, 2 &amp; 3</b><br><b>GRADE 8, CHAPTER 4, LESSONS 1, 2, 3 &amp; 4</b><br><br>Ecosystems and Adaptation  | <b>SOCIAL STUDIES: SoSmart CYCLE 3</b><br><br><b>DISCOVERING OUR PAST: A HISTORY OF THE WORLD 2ND HALF, (pgs. 28-31) CHAPTER 14 - 17, PG. 395 - 506</b><br><br>Map Study/ Islamic Civilizations/ African Civilizations/ The Americas/ Imperial China   |
| <b>MATH</b>   | <b>BIG IDEAS MATH</b><br><br>5th-Place Value Concepts (Ch1) Numerical Expressions (Ch2)<br>6th-Numerical Expressions & Factors (Ch1)<br>7th-Adding and Subtracting Rational Numbers (Ch1)<br>8th-Equations (Ch1)   | <b>BIG IDEAS MATH</b><br><br>5th-Add and Subtract Decimals (Ch3)<br>6th-Fractions and Decimals (Ch2)<br>7th-Multiplying and Dividing Rational Numbers (Ch2)<br>8th-Transformations (Ch2) Angles and Triangles (Ch3)  |
| <b>PHYSICAL EDUCATION</b>   | <b>NAD Multigrade Physical Education, Grades 5-8 SPARKS, 3-6</b><br><br>Fitness & Circuits<br>Unit 1: Building a Foundation  | <b>NAD Multigrade Physical Education, Grades 5-8 SPARKS, 3-6</b><br><br>Manipulatives<br>Unit 2: Fitness Challenges I  |
| <b>FINE ARTS: MUSIC &amp; ART</b>   | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Music Appreciation, What Heavenly Music, Basics -Lessons 1-3<br><br><b>ARTS ATTACK, GRADE 3</b><br><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 3</b>   | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK, FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Patriotic Music, What Heavenly Music, Basics -Lessons 4,5 Rev.<br><br><b>ARTS ATTACK, GRADE 3</b><br><br>or<br><b>DAVIS ART: EXPLORATIONS IN ART PRIMARY 3</b>  |
| <b>PATHWAY THEME BOOKS</b>  | <b>Theme #1: HEROES</b><br><br><b>GRADE 5: <i>Good Queen Bess</i> by Stanley</b><br><b>GRADE 7: <i>David Livingstone</i> by Bengé</b>  | <b>Theme #2: MY WORLD AND OTHERS</b><br><br><b>GRADE 5: <i>Lewis and Clark</i> by Rodger</b><br><b>GRADE 7: <i>Shipwrecked</i> by Blumberg</b>   |
| <b>GUIDED READERS</b><br><br><b>Reading A-Z and Other Sources</b><br><br><b>(F) Fiction</b><br><b>(NF) NonFiction</b> | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as:<br><br><i>The Amazing Amazon</i> Levels U, X, Z1 (NF)<br><i>What Do You Think About Climate Change?</i> Levels Y, Z1, Z2 (NF)<br><i>Symbiotic Wildlife</i> Levels Z, Z1, Z2 (NF)<br><i>Seven Billion &amp; Counting</i> Levels Y, Z1, Z2 (NF)<br><i>The Amazing Underwater Web</i> Level Z1 (NF)<br><i>Zoos: Pro or Con?</i> Level X (NF)<br><i>Coral Reefs</i> Level Q, U (NF)<br><i>Forest on Fire</i> Levels V (NF)<br><i>Galapagos Wonders</i> Level U (NF) | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as:<br><br><i>Saladin</i> Levels X, Z2 (NF)<br><i>Muhammad Ali</i> Level U, V, Y (NF)<br><i>The Panama Canal</i> Level X, Z1, Z2 (NF)<br><i>Historic Peacemakers</i> Level Z (NF)<br><i>Giant Mosque of Djenné</i> Level Z1 (NF)<br><i>Chichen Itzá</i> Level Z1 (NF)<br><i>The Mongol Empire</i> Level X (NF)<br><i>China</i> Level Z (NF)<br><i>Morocco</i> Level Z (NF)<br><i>Kenya</i> Level Y (NF)<br><i>M is for Mexico</i> Level Z (NF)<br><i>MarcoPolo &amp; the Silk Road</i> Level Y (NF)<br><i>More Than Silk: Ideas, Art, and Disease on the Silk Road</i> ( High / Low Reader) |
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| <p><b>PATHWAY WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p> | <p><b>Vocabulary:</b><br/> Pre-assessments (5-8)<br/> Using Context (5-6),<br/> Context Clues (7-8)<br/> Greek and Latin Roots (5-8)<br/> Analyze Word Choice (7-8)</p> <p><b>Spelling:</b><br/> Pre-assessments (5-8)<br/> Adding Suffixes to Words Ending in r (5-8)<br/> Fricatives (5-6),<br/> Clipped Words (7-8)<br/> Plurals (5-6)<br/> Add Suffixes to Words Ending in l (7-8)</p> <p><b>SPELLING CITY Resources Available</b></p>  | <p><b>Vocabulary:</b><br/> Suffixes (5-8),<br/> Cause/Effect, Part/Whole, Item/Category (6)<br/> Word Relationships (8)<br/> Review (5-8)</p> <p><b>Spelling:</b><br/> Prefixes (5-6)<br/> Latin Roots (7-8)<br/> Endings (6)<br/> Greek Roots (7-8)<br/> Prefixes (8)<br/> Review (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>   |
| <p><b>PATHWAY READING WORKSHOP</b></p>   | <p><b>Speaking and Listening Skills:</b><br/> Pre-assessments (5-8)<br/> Collaborative Discussions (5-8)<br/> Ask and Answer Questions (5-6)<br/> Ask Questions that Connect Ideas (7-8)<br/> Paraphrase a Text (5-6)<br/> Critique a Text (7-8)</p> <p><b>Mini-Lessons:</b><br/> Pre-assessments (5-8)<br/> Support Text Analysis Using Evidence from Text (5-8)<br/> Determine Meaning of Words and Phrases (5-8)<br/> Skim for an Overview (5-6)<br/> Skim for an Overview &amp; Scan for Specific Information (7-8)</p> <p><b>Guided Reading:</b><br/> Read &amp; Comprehend Text of Appropriate Complexity, Independently, &amp; Proficiently (5-8)</p> <p><b>Independent Reading:</b><br/> Select Text that Reflects the Teachings in God's Word (5-6)<br/> Read for Pleasure, Personal Growth, &amp; Spiritual Development (7-8)</p> | <p><b>Speaking and Listening Skills:</b><br/> Present Claims and Findings on a Topic (5-8)<br/> Interpret Information (5-6)<br/> Analyze Information (7-8)<br/> Use a Variety of Media (5-6)<br/> Generate a Variety of Media (7-8)<br/> Review (5-8)</p> <p><b>Mini-Lessons:</b><br/> Determine Main Idea &amp; How Key Details Convey (5-6)<br/> Analyze Main Idea Development (7-8)<br/> Analyze Structure &amp; Development of Ideas (5-6)<br/> Analyze Paragraph Structure (7-8)<br/> Determine Author's Point of View / Purpose (5-8)<br/> Review (5-8)</p> <p><b>Guided Reading:</b><br/> Read &amp; Comprehend Text of Appropriate Complexity, Independently, &amp; Proficiently (5-8)<br/> Adapt Pace &amp; Techniques (5-8)</p> <p><b>Independent Reading:</b><br/> Read for Personal Growth and Spiritual Development (5-8)</p> |
| <p><b>PATHWAY WRITING EMPHASIS</b></p>   | <p>Pre-assessments (5-8),<br/> Personal Narrative Paragraph (5-6)<br/> Personal Narrative Story (5-6)<br/> Descriptive Paragraph (7-8)<br/> Descriptive Essay (7-8)<br/> Prewriting:<br/> Fictional Narrative (5-6)<br/> Phase Autobiography (7-8)</p>  | <p>Drafting/Revising:<br/> Fictional Narrative (5-6)<br/> Phase Autobiography (7-8)<br/> Editing/Publishing:<br/> Fictional Narrative (5-6)<br/> Phase Autobiography (7-8)<br/> Procedural Essay(5-8)<br/> Classification Essay (5-8)<br/> Expository Paragraph (7-8)</p>  |
| <p><b>PATHWAY GRAMMAR EMPHASIS</b></p>   | <p>Pre-Assessments (5-8)<br/> Sentences:<br/> Expand, Combine, Reduce, Vary (5-6)<br/> Style &amp; Tone (5-6)<br/> Vary, Lengths, Verb Voice (7-8)<br/> Signal Differing Relationships (7-8)<br/> Functions of Phrases &amp; Clauses (7-8)</p>  | <p>Nouns: Abstract, Concrete (5-6)<br/> Object, Predicate, Simple, Gender (7-8)<br/> Verbs: Active, Passive, Irregular (5-6)<br/> Irregular, Subject-Verb Agreement, Voice, Mood (7-8)<br/> Review (5-8)</p>   |
| <p>Grades 5-8 _ Cycle 3 of 4 _ Page 2 of 8</p>   |   |  |

**2020/2021 (Odd Year) CYCLE 3 (of 4) GRADES 5-8 YEARLY PLANNING/PACING GUIDE**

| THEME/CONCEPT  |  |   | CHANGE BEGINS WITHIN / TRANSFORMATION   |  |  |
|--|--|---|---|--|--|
| QUARTER  | QUARTER TWO-A (FIRST HALF)   |   | QUARTER TWO-B (SECOND HALF)   |  |  |
| DATES  | Oct. ____ - Nov. ____ (4-5 weeks)  |   | Dec. ____ - ____ (4-5 weeks)  |  |  |
| BIBLE  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.4-Heaven<br>Unit 7.5-My Response   |   | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.6-Seeing Jesus  |  |  |
| SCIENCE OR SOCIAL STUDIES  | <b>BY DESIGN SCIENCE: BODY SYSTEMS 2</b><br><br><b>GRADE 6, CHAPTER 5, LESSONS 3 &amp; 4</b><br><b>GRADE 7, CHAPTER 5, LESSONS 1, 2, &amp; 3</b><br><b>GRADE 7, CHAPTER 7, LESSONS 1 &amp; 2</b><br><br>Circulatory/ Respiratory/Digestive/Excretory/Sexuality   |   | <b>SOCIAL STUDIES: SoSmart CYCLE 3</b><br><br><b>DISCOVERING OUR PAST: A HISTORY OF THE WORLD<br/>2ND HALF, CHAPTER 18 - 20, PG. 507 - 614</b><br><br>Civilizations of Korea, Japan, and SE Asia/ Medieval Europe/ Renaissance/ Reformation   |  |  |
| MATH   | <b>BIG IDEAS MATH</b><br><br>5th-Multiplying Whole Numbers (Ch4) Multiply Decimals (Ch5)<br>6th-Ratio and Rates (Ch3) Percents (Ch4)<br>7th-Expressions (Ch3) Equations and Inequalities (Ch4)<br>8th-Graphing & Writing Linear Equations (Ch4)  |   | <b>BIG IDEAS MATH</b><br><br>5th-Divide Whole Numbers (Ch6) Divide Decimals (Ch7)<br>6th-Algebraic Expressions and Properties (Ch5)<br>7th- Ratio and Proportions (Ch5)<br>8th-Systems of Linear Equations (Ch5)                              |  |  |
| PHYSICAL EDUCATION   | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Fitness Challenges II<br>Unit 3: Jump Rope (2 weeks)<br>Flying Disc (2 weeks)  |   | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Map Challenges<br>Unit 4: Volleyball  |  |  |
| FINE ARTS: MUSIC & ART   | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Focus on Rhythm, Redeemed, Basics: Review Notes<br><br><b>ARTS ATTACK, GRADE 3</b><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 3</b>  |   | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Christmas Music, Christmas Hymns, Basics: Review Notes<br><br><b>ARTS ATTACK, GRADE 3:</b><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 3</b> |  |  |
| PATHWAY THEME BOOKS  | <b>Theme #3 LIVING THINGS</b><br><br><b>GRADE 5: <i>Butterflies and Moths</i> by Bishop</b><br><b>GRADE 7: <i>Gifts of an Eagle</i> by Durden</b>  |   | <b>Theme #4: WALKING WITH GOD</b><br><br><b>GRADE 5: <i>Guardians of the Mercy Seat</i> by Booth</b><br><b>GRADE 7: <i>Shepherd Warrior</i> by Booth</b>  |  |  |
| GUIDED READERS   | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as:   |   | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level.   |  |  |
| <b>Reading A-Z and Other Sources</b><br><br>(F) Fiction<br>(NF) NonFiction | <i>The Amazing Brain</i> Levels Y, Z1, Z2                      (NF)<br><i>Introverts &amp; Extroverts</i> Level Z                      (NF)<br><i>Test Anxiety</i> Level V                      (NF)<br><i>Spoiled Sports: The Dangers of Steroids</i> Level Y                      (NF)<br><i>Book of Blood</i> Level V                      (NF)<br><i>Digestion</i> Level W                      (NF)<br><i>Goliath Beetles: Giant Insects</i> Level V                      (NF)<br><i>Life Cycles</i> Level U                      (NF)<br><i>Many Happy Returns</i> Level X                      (F)<br><i>Talking to Each Other</i> Level X                      (F)<br><i>Bird Children (Poetry)</i> Level Y                      (F) | <i>South Korea</i> Level Y                      (NF)<br><i>The History of Anime</i> Level Z1                      (NF)<br><i>Tokyo Imperial Palace</i> Level Z1                      (NF)<br><i>The Great Charter</i> Level Y, Z1, Z2                      (NF)<br><i>The Plague</i> Level W, Z, Z1                      (NF)<br><i>The Legacy of daVinci</i> Level Y                      (NF)<br><i>How Little John Joined Robin Hood</i> Levels S, V, Y                      (F)<br><i>Robin Hood Wins the Sheriff's Golden Arrow</i> Levels R, U, Y                      (F)<br><i>Robin Hood and the King</i> Levels Q, W, Z                      (F)<br><br><i>Elizabeth &amp; Mary: Queen vs Queen (Graphic Book)</i><br><i>The Village &amp; the Plague Plague (Graphic Book)</i> |   |  |  |
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| <p><b>PATHWAY WORD STUDY</b></p> <p>Numbers indicate grades where concepts are taught.</p> | <p><b>Vocabulary:</b><br/>         Personification (5-6)<br/>         Verbal Irony, Puns (7-8)<br/>         Prefixes (5-8)<br/>         Greek/Latin Roots (5-8)<br/>         Connotations, Denotations (5-8)</p> <p><b>Spelling:</b><br/>         Prefixes /Suffixes (5-6)<br/>         Greek/Latin Roots (7-8)<br/>         Silent Letters (5-6)</p> <p><b>SPELLING CITY Resources Available</b></p>   | <p><b>Vocabulary:</b><br/>         Reference Materials (5-6)<br/>         General, Specialized References (7-8)<br/>         Connotations (5-6)<br/>         Allusions (7-8)<br/>         Using Dictionaries, Glossaries, and Thesauri (5-8)<br/>         Review (5-8)</p> <p><b>Spelling:</b><br/>         Prefixes (5-6)<br/>         Greek/Latin Roots (7-8)<br/>         Vowel Patterns in Multi-Syllable Words (5-6)<br/>         Possessives (5-6)<br/>         Review (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>   |
| <p><b>PATHWAY READING WORKSHOP</b></p>   | <p><b>Speaking and Listening Skills:</b><br/>         Summarize a Speaker's Argument (5-6)<br/>         Evaluate a Speaker's Logic (7-8)<br/>         Participate in a Debate (5-6)<br/>         Use Formal English (7-8)<br/>         Collaborative Discussions (5-8)<br/>         Ask and answer questions (5-6)<br/>         Ask Questions that Connect Ideas (7-8)</p> <p><b>Mini-Lessons:</b><br/>         Analyze Introduction, Illustration, Development of Key Character/ Concept (5-6)<br/>         Evaluate How Text Make Connections &amp; Distinctions (7-8)<br/>         Summarize Text (5-6),<br/>         Connect Text to Personal Worldview (7-8)<br/>         Compare &amp; Contrast Two Presentations of Events (5-6)<br/>         Analyze Two Texts with Conflicting Info on a Topic (7-8)<br/>         Cite Evidence to Support Analysis of Text (5-8)</p> <p><b>Guided Reading:</b><br/>         Self Monitor Reading Strategies (5-8)<br/>         Use Variety of Reference &amp; Research Materials (5-8)</p> <p><b>Independent Reading:</b><br/>         Read for Pleasure, Personal Growth &amp; Spiritual Development (5-8)</p> | <p><b>Speaking and Listening Skills:</b><br/>         Paraphrase a Text (5-6)<br/>         Critique a Text (7-8)<br/>         Present Claims and Findings (5-8)<br/>         Interpret Information (5-6)<br/>         Analyze the Purpose (7-8)<br/>         Review (5-8)</p> <p><b>Mini-Lessons:</b><br/>         Cite Evidence to Support Analysis of Text (5-8)<br/>         Analyze Story, Drama, or Poem Structure (5-6)<br/>         Analyze How 2+ Text Structures Contribute to Meaning &amp; Style (7-8)<br/>         Determine Theme and How it's Conveyed (5-6)<br/>         Analyze Theme Development (7-8)<br/>         Review (5-8)</p> <p><b>Guided Reading:</b><br/>         Read Orally, Demonstrating Understanding &amp; Awareness (5-8)</p> <p><b>Independent Reading:</b><br/>         Select text that Reflects &amp; Affirms the Principles &amp; Teachings in God's Word (5-8)</p> |
| <p><b>PATHWAY WRITING EMPHASIS</b></p>   | <p>Definition Essay (5-6)<br/>         Classification Essay (7-8)<br/> <b>Prewriting:</b><br/>         Informational Essay (5-6),<br/>         Comparison-Contrast Essay (7-8)<br/> <b>Drafting /Revising:</b><br/>         Informational Essay (5-6),<br/>         Comparison-Contrast Essay (7-8)<br/> <b>Editing &amp; Publishing:</b><br/>         Informational Essay (5-6),<br/>         Comparison-Contrast Essay (7-8)</p>  | <p>Response Paragraphs (5-6), Defending a Position (7-8)<br/>         Argument Paragraph (5-6)<br/>         Book Review (5-6),<br/> <b>Prewriting:</b><br/>         Argument (5-6),<br/>         Personal Commentary(7-8)</p>  |
| <p><b>PATHWAY GRAMMAR EMPHASIS</b></p>   | <p>Pronoun-Antecedent Agreement (5-6)<br/>         Modifiers: Misplaced, Dangling (7-8)<br/> <b>Conjunctions:</b><br/>         Correlative (7-8)<br/>         Subordinating (5-8)<br/>         Coordinating (7-8)<br/> <b>Sentences: Compound &amp; Complex (5-8)</b><br/> <b>Punctuation:</b><br/>         Titles (5-6)<br/>         Question Marks (7-8)<br/>         Underlining (7-8)<br/>         Italics (7-8)<br/>         Direct Quotations (5-6)<br/>         Interjections (5-6)</p>  | <p><b>Pronouns:</b><br/>         Proper Case (5-6)<br/>         Intensive &amp; Reflective (5-6)<br/>         Demonstrative (7-8)<br/>         Interrogative (7-8)<br/>         Antecedent (7-8)<br/> <b>Predicate Adjectives (7-8)</b><br/> <b>Verbs:</b><br/>         Regular, Irregular (5-6)<br/>         Transitive &amp; Intransitive (7-8)<br/>         Review (5-8)</p>  |
| <p>Grades 5-8 _ Cycle 3 of 4 _ Page 4 of 8</p>   |   |  |

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| THEME/CONCEPT   |  |   |  | CHANGE BEGINS WITHIN / TRANSFORMATION  |  |  |  |
|---|--|---|--|--|--|--|--|
| QUARTER   |  | QUARTER THREE-A (FIRST HALF)  |  | QUARTER THREE-B (SECOND HALF)  |  |  |  |
| DATES   |  | Jan. ____ - Feb. ____ (4-5 weeks)   |  | Feb. ____ -Mar. ____ (4-5 weeks)   |  |  |  |
| <b>BIBLE</b>  |  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br>Unit 7.7- Transforming Whoever<br>Unit 7.8- Transforming Challenges  |  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br>Unit 7.9- Transforming Life   |  |  |  |
| <b>SCIENCE OR SOCIAL STUDIES</b>  |  | <b>BY DESIGN SCIENCE: PHYSICAL SCIENCE</b><br><br>GRADE 5, CHAPTER 13 & 14, LESSONS 1, 2 & 3<br>GRADE 7, CHAPTER 11 & 12, LESSONS 1, 2, 3 & 4<br>GRADE 7, CHAPTER 13, LESSONS 1, 2 & 3<br><br>Force and Motion  |  | <b>SOCIAL STUDIES: SoSmart CYCLE 3</b><br><br><b>DISCOVERING OUR PAST: A HISTORY OF THE WORLD<br/>2ND HALF, CHAPTER 21 - 23, PG. 615 -706</b><br><br>Age of Exploration and Trade/ Scientific Revolution and Enlightenment/ Political and Industrial Revolutions   |  |  |  |
| <b>MATH</b>   |  | <b>BIG IDEAS MATH</b><br><br>5th-Add & Subtract Fractions (Ch8) Multiply & Divide Fractions(Ch9&10)<br>6th-Equations (Ch6) Area, Surface Area, and Volume (Ch7)<br>7th-Percents (Ch 6)<br>8th-Data Analysis & Displays (Ch6) Functions (Ch7)  |  | <b>BIG IDEAS MATH</b><br><br>5th-Convert & Display Units of Measure (Ch11) Patterns in the Coordinate Plane (Ch12)<br>6th-Integers, Number Lines, and the Coordinate Plane (Ch8)<br>7th-Probability (Ch7) Statistics (Ch8)<br>8th-Exponents & Scientific Notations (Ch8)   |  |  |  |
| <b>PHYSICAL EDUCATION</b>   |  | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Daily Dozen (Stunts Unit) Movement Bands<br>Unit 5: Stunts and Tumbling<br>Unit 6:Basketball  |  | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Group Fitness<br>Unit 7: Hockey or Racquets and Paddles  |  |  |  |
| <b>FINE ARTS: MUSIC &amp; ART</b>   |  | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Harmonies, How Firm A Foundation, Basics: Lesson 2<br><br><b>ARTS ATTACK, GRADES 2</b><br><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART: PRIMARY 3</b>  |  | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Syncopation, How Firm A Foundation, Basics: Notes in Both Clefs<br><br><b>ARTS ATTACK GRADE 3</b><br><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART: PRIMARY 3</b>  |  |  |  |
| <b>PATHWAY THEME BOOKS</b>  |  | <b>Theme #5: FRIENDS AND FAMILY</b><br><br><b>GRADE 5:</b> <i>Thin Wood Walls</i> by Patneau<br><br><b>GRADE 7:</b> <i>Heartbeat</i> by Creech  |  | <b>Theme #6: THE ENVIRONMENT</b><br><br><b>GRADE 5:</b> <i>Dinosaurs</i> by Graham-Kennedy<br><br><b>GRADE 7:</b> <i>Under the Ice</i> by Conian   |  | <b>Theme #7: PERSONAL FEELINGS AND GROWTH</b><br><br><b>GRADE 5:</b> <i>A Family Apart</i> by Nixon<br><br><b>GRADE 7:</b> <i>Maritcha</i> by Bolden   |  |
| <b>GUIDED READERS</b><br><br><b>Reading A-Z and Other Sources</b><br><br>(F)Fiction<br>(NF)NonFiction |  | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as:<br><br><i>Energy Sources: Pros &amp; Cons</i> Level Z (NF)<br><i>Underground Cities</i> Level U (NF)<br><br><i>Faster and Farther: Moving With Force</i> (High/Low Book) (NF)<br><i>Gear for the Game</i> (High Low Book) (NF)<br><i>Working to Win</i> (High Low Book) (NF)<br><br><i>How do Amusement Parks Use the Laws of Force and Motion to make Rids Fun?</i> (Close Reading Pack - Grade 5)<br><i>What does it take to Build Something Great?</i><br><i>How Does Modern Technology Help People Express Themselves?</i> (Close Reading Packs - Grade 6) |  | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as: (Art, Music, Math, etc.)<br><br><i>Endurance on the Ice</i> Level Z2 (NF)<br><i>Rescue on Ice</i> (Graphic Book) (NF)<br><i>Shackleton's Antarctic Escape</i> (Graphic Book) (NF)<br><i>Ready for Rising Seas?</i> Level Z2 (NF)<br><i>Wild and Wacky World of Wigs</i> Level Y (NF)<br><i>The Metropolitan Museum of Art</i> Level Y (NF)<br><i>Success Stories</i> Level Z (NF)<br><i>Ivory or Elephants?</i> Level Z2 (NF)<br><i>Word Smith, Private I, "Rhyme Crime"</i> Level Z (F)<br><br><i>What makes a person a legend?</i> (Close Reading Pack - Grade 5)<br><i>Why are some stories timeless?</i> (Close Reading Pack - Grade 6) |  | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level. Such as:<br><br><i>Christopher Columbus</i> Level Z (F)<br><i>Discovery in the Americas?</i> Level W (NF)<br><i>Ships of Discovery</i> Level T, W, Y (NF)<br><i>Teotihuacan</i> Level Z (NF)<br><i>The Treasure of El Dorado</i> Level Z1 (F)<br><i>The Round Earth</i> Level Z (NF)<br><i>The Industrial Revolution</i> Level Z (NF)<br><i>The Mill Girl</i> Level Z1 (F)<br><i>Napoleon Bonaparte</i> Level T, Z, Z2 (NF)<br><i>Making An Impression</i> Level X (NF)<br><i>Anne Frank</i> Levels Z, Z1, Z2 (NF)<br><i>Marie Curie</i> Levels V, Y, Z (NF)<br><i>The Mystery Element</i> (Graphic Novel) |  |
| Grades 5-8 _ Cycle 3 of 4 _ Page 5 of 8   |  |   |  |  |  |  |  |

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|---|--|--|--|
| <p><b>PATHWAY WORD STUDY</b></p> <p><b>Numbers indicate grades where concepts are taught.</b></p> | <p><b>Vocabulary:</b><br/>Greek/Latin Roots (5-8)<br/>Prefixes (5-8)<br/>Greek/Latin Prefixes (5-8)<br/>Greek/Latin Suffixes (5-6)</p> <p><b>Spelling:</b><br/>Prefixes (5-6)<br/>Portmanteau Words (7-8)<br/>Schwa Sound (5-6),<br/>Suffixes (5-6)<br/>VCC, VVCe, VCCe, VCCC, VVCCC<br/>Patterns (5-6)<br/>Greek/Latin Roots (7-8)</p> <p><b>SPELLING CITY Resources Available</b></p>  | <p><b>Vocabulary:</b><br/>Portmanteau, Onomatopoeia (5-8)<br/>Greek/Latin Suffixes (5-6)<br/>Prefixes (7-8)<br/>Determine Meaning (5-8)<br/>Review (5-8)</p> <p><b>Spelling:</b><br/>Prefixes (5-6)<br/>Greek/Latin Roots (5-8)<br/>Consonant Sounds, Letters (5-6)<br/>Review (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>   | <p><b>Vocabulary:</b><br/>Content-specific Words/Phrases (5-8)<br/>Print/Digital Reference Materials (5-6)<br/>Dictionary (7-8)<br/>English Words from Other Languages (5-8)<br/>Using Context Clues (5-8)</p> <p><b>Spelling:</b><br/>Vowel Patterns (5-6)<br/>Prefixes (5-6)<br/>Suffixes (5-6)<br/>Greek Roots (7-8)<br/>Latin Roots (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>  |
| <p><b>PATHWAY READING WORKSHOP</b></p>  | <p><b>Speaking and Listening Skills:</b><br/>Use a Variety of Media (5-6)<br/>Generate a Variety of Media (7-8)<br/>Summarize a Speaker's Argument (5-6)<br/>Evaluate a Speaker's Logic (7-8)<br/>Participate in a Drama (5-6)<br/>Use Formal English (7-8)<br/>Collaborative Discussions (5-8)</p> <p><b>Mini-Lessons:</b><br/>Provide Objective Text Summary (5-6)<br/>Connect Text to Personal World View (7-8)<br/>Compare/Contrast Texts in Different Genres (5-6)<br/>Analyze Fiction Draws on Elements of Literature (7-8)<br/>Story Elements:<br/>Plot Development (5-6)<br/>Dialogue or Incidents Propel Action (7-8)<br/>Make Connections: Texts &amp; Personal Life Experiences (5-8)</p> <p><b>Guided Reading:</b><br/>Read &amp; Comprehend Text of Appropriate Complexity, Independently, &amp; Proficiently (5-8)</p> <p><b>Independent Reading:</b><br/>Read for Pleasure, Personal Growth &amp; Spiritual Development (5-8)</p> | <p><b>Speaking and Listening Skills:</b><br/>Ask &amp; Answer Questions (5-6)<br/>Ask Questions that Connect Ideas (7-8)<br/>Paraphrase a Text (5-6)<br/>Critique a Text (7-8)<br/>Present Claims &amp; Findings (5-8)<br/>Review (5-8)</p> <p><b>Mini-Lessons:</b><br/>Determine Figurative, Connotative, Technical Meanings (5-6)<br/>Analyze Impact of Word Choice, Analogy, Allusion (7-8)<br/>Synthesize Information from Different Media (5-6)<br/>Evaluate Pros/Cons of Using Different Mediums (7-8)<br/>Evaluate Argument/Claims in Text (5-6)<br/>Evaluate Argument, Recognize Irrelevant Data (7-8)<br/>Review (5-8)</p> <p><b>Guided Reading:</b><br/>Read &amp; Comprehend Text of Appropriate Complexity, Independently &amp; Proficiently (5-8)</p> <p><b>Independent Reading:</b><br/>Read for Pleasure, Personal Growth &amp; Spiritual Development (5-8)<br/>Select Text that Affirms the Principles in God's Word (5-6)</p> | <p><b>Speaking and Listening Skills:</b><br/>Interpret Information (5-6)<br/>Analyze the Purpose (7-8)<br/>Use a Variety of Media (5-6)<br/>Generate a Variety of Media (7-8)<br/>Summarize a Speaker's Key: Argument (5-6)<br/>Evaluate a Speaker's Logic (7-8)<br/>Participate in an Interview (5-6)<br/>Use Formal English (7-8)</p> <p><b>Mini-Lessons:</b><br/>Story Element: Points of View:<br/>Explain How Narrator Point of View is Developed (5-6)<br/>Analyze How Points of View Create Effects (7-8)<br/>Compare/Contrast Print vs. Multimedia Versions (5-6)<br/>Analyze Print, Multimedia, or Live Portrayal Accuracy (7-8)<br/>Analyze Story Structures Impact on Story Elements (5-6)<br/>Compare/Contrast 2+ Texts Structure (7-8)<br/>Determine Meaning of Words and Phrases (5-8)</p> <p><b>Guided Reading:</b><br/>Read &amp; Comprehend Text of Appropriate Complexity, Independently &amp; Proficiently (5-8)<br/>Adapt Pace and Reading Techniques (7-8)</p> <p><b>Independent Reading:</b><br/>Read for Pleasure, Personal Growth, &amp; Spiritual Development (7-8)</p> |
| <p><b>PATHWAY WRITING EMPHASIS</b></p>  | <p>Drafting /Revising:<br/>Argument (5-6),<br/>Personal Commentary(7-8)</p> <p>Editing &amp; Publishing:<br/>Argument (5-6),<br/>Personal Commentary(7-8)</p> <p>Narrative Poem (5-6)<br/>Field Notes (5-6)<br/>Response to Literature (7-8)</p>   | <p>Radio Script (5-6)<br/>Response to Literature (7-8)<br/>Story Writing (7-8)<br/>Writing a Poem (7-8)<br/>Prewriting:<br/>Personal Narrative(5-6)<br/>Story or Poem (7-8)<br/>Drafting /Revising:<br/>Personal Narrative(5-6)<br/>Story or Poem (7-8)<br/>Editing/Publishing:<br/>Personal Narrative(5-6)<br/>Story or Poem (7-8)</p>  | <p>Summary Paragraph (7-8)<br/>Problem-Solution Essay, (5-6)<br/>Summary Paragraph (7-8)<br/>Cause-Effect Essay (6)<br/>Research Report: Note Taking(7-8)<br/>Prewriting:<br/>Research Report (5-8)</p>  |
| <p><b>PATHWAY GRAMMAR EMPHASIS</b></p>  | <p>Comma Use (5-8)<br/>Variations from Standard English: Improve Expression (5-6)<br/>Sentence Transitions (7-8)<br/>Adjectives:<br/>Indefinite, Predicate (5-6),<br/>Verbals (7-8)<br/>Adverbs:<br/>Manner, Degree (5-6),<br/>Conjunctive, Irregular (7-8)</p>  | <p>Prepositional Phrases (5-6)<br/>Prepositional Phrases Used as Adverbs (7-8)<br/>Interjections (5-6)<br/>Ellipsis Use (7-8)<br/>Capitalization: Proper Adjectives, Names, Historical Events Religions, Nationalities (5-6)<br/>Review (5-8)</p>  | <p>Verbs:<br/>Subject-Verb Agreement (5-8)<br/>Action, Linking, Helping (5-6)<br/>Verb Tenses (7-8)<br/>Objects: Misused (5)<br/>Punctuation:<br/>In Dialogue (5-8)<br/>Parenthetical Information (5-6)<br/>Sentences: Run-On, Noun Phrases, Verb Phrases (7-8)</p>  |
| <p>Grades 5-8 _ Cycle 3 of 4 _ Page 6 of 8</p>  |  |  |  |

**2020/2021 (Odd Year) CYCLE 3 (of 4) GRADES 5-8 YEARLY PLANNING/PACING GUIDE**

| 2020/2021 (Odd Year) CYCLE 3 (of 4) GRADES 5-8 YEARLY PLANNING/PACING GUIDE |   |  |
|---|---|--|
| THEME/CONCEPT   | CHANGE BEGINS WITHIN / TRANSFORMATION   |  |
| QUARTER   | QUARTER FOUR-A (FIRST HALF)   | QUARTER FOUR-B (SECOND HALF)   |
| DATES   | Mar. ____ - Apr. ____ (4-5 weeks)   | Apr. ____ - May ____ (4-5 weeks)   |
| BIBLE   | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.10-Transforming Lifestyles  | <b>ENCOUNTER BIBLE SERIES, GRADE 7<br/>GOD TRANSFORMS</b><br><br>Unit 7.11-Service   |
| SCIENCE OR SOCIAL STUDIES   | <b>SOCIAL STUDIES: SoSmart CYCLES</b><br><br><b>DISCOVERING OUR PAST: A HISTORY OF THE WORLD 2ND HALF, CHAPTER 24 - 26, PG. 707 - 822</b><br><br>Imperialism/ World War I/ World War II/ Cold War/<br>Building Today's World  | <b>BY DESIGN SCIENCE: EARTH AND SPACE SCIENCE</b><br><br><b>GRADE 7, CHAPTER 8, LESSONS 1, 2 &amp; 3</b><br><b>GRADE 7, CHAPTER 9, LESSONS 1, 2 &amp; 3</b><br><b>GRADE 7, CHAPTER 10, LESSONS 1,2 &amp; 3</b><br><br>Space  |
| MATH  | <b>BIG IDEAS MATH</b><br><br>5th-Classify Two -Dimensional Shapes (Ch14) <i>(Note Chapter Order)</i><br>6th-Statistical Measures (Ch9)<br>7th-Geometric Shapes and Angles (Ch9)<br>8th-Real Numbers and the Pythagorean Theorem (Ch9)   | <b>BIG IDEAS MATH</b><br><br>5th-Understand Volume (Ch13) <i>(Note Chapter Order)</i><br>6th-Data Displays (Ch10)<br>7th-Surface Areas and Volumes (Ch10)<br>8th-Volume and Similar Solids (Ch10)  |
| PHYSICAL EDUCATION  | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Walk/Jog/Run, Aerobic Games<br>Unit 8: Soccer<br>Unit 9: Softball (2 weeks)<br>Track and Field (2 weeks)  | <b>NAD Multigrade Physical Education, Grades 5-8<br/>SPARKS, 3-6</b><br><br>Fitness Challenges III<br>Unit 10: Football or Racquets and Paddles  |
| FINE ARTS: MUSIC & ART  | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Marching Music, When We All Get To Heaven, Basics: Review<br><br><b>ARTS ATTACK, GRADE 3</b><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 3</b>   | <b>SPOTLIGHT ON MUSIC, GRADE 3 BOOK,<br/>FINE ARTS MICROSITE: MUSIC AND VISUAL ARTS</b><br>Music Review, When We All Get To Heaven, Basics: Review<br><br><b>ART ATTACK, GRADE 3</b><br>or<br><b>DAVIS ART:EXPLORATIONS IN ART PRIMARY 3</b>   |
| PATHWAY THEME BOOKS   | <b>Theme #8: YESTERDAY</b><br><br><b>GRADE 5:</b> <i>Small Steps</i> by Kehret<br><b>GRADE 7:</b> <i>Kids at Work</i> by Freedman   | <b>Theme #9: SOCIAL ISSUES AND CUSTOMS</b><br><br><b>GRADE 5:</b> <i>Journey to Jo'burg.</i> by Naidoo<br><b>GRADE 7:</b> <i>Drowned City</i> by Brown   |
| GUIDED READERS  | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level.<br><br><b>Reading A-Z and Other Sources</b><br><br>(F) Fiction<br>(NF) NonFiction<br><br><i>Sergeant Stubby</i> Level Z (NF)<br><i>The Blitz</i> Level Z1 (F)<br><i>Japanese American Incarceration During World War II</i> Level Z2 (NF)<br><i>Battle Over Britain</i> Level Z2 (NF)<br><i>Berlin Wall</i> Level Z2 (NF)<br><i>Escape from the Holocaust</i> Level Y, Z1, Z2 (NF)<br><i>The Message</i> Level Z (F)<br><i>Tuskegee Airmen: The Best Kept Secret</i> (Graphic Book)<br><i>Camp Nowhere</i> (Graphic Book)<br><i>The Frank Family: Into the Annex</i> (Graphic Book) | <b>GUIDED READERS</b><br>Choose selections from Reading A-Z or other resources that match students instructional level.<br><br><i>Telescopes: Eyes on Space</i> Level Z (NF)<br><i>Satellites</i> Level Z (NF)<br><i>Life in Space</i> Levels S, V, Y (NF)<br><i>Space Camp</i> Levels S, V, Y (NF)<br><i>Albert Einstein</i> Levels T, W, Z (NF)<br><i>Apollo 11</i> Level Z (NF)<br><i>Private Spaceships</i> Level Z (NF)<br><i>Leo the Lion</i> Level Z (F)<br><i>Neil deGrasse Tyson: Star Man</i> Level Y (NF)<br><i>So You Want to Go to Mars?</i> Level Z (NF) |
| Grades 5-8 _ Cycle 3 of 4 _ Page 7 of 8                                     |   |  |

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| <b>PATHWAY<br/>WORD<br/>STUDY</b>              | <p><b>Vocabulary:</b><br/> Content Words/Phrases Meaning (5-6)<br/> Analyze Impact of Word Choice (7-8)<br/> Unknown/Multiple-Meaning Words (5-8)<br/> Prefixes (5-6)<br/> Suffixes (7-8)<br/> Review (5-8)</p> <p><b>Spelling:</b><br/> Suffixes (5-6)<br/> English Words Derived from Other Languages (7-8)<br/> Greek Roots (5-8)<br/> Latin Roots (7-8)<br/> Review (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>   | <p><b>Vocabulary:</b><br/> Idioms (5-6)<br/> Connotations (7-8)<br/> Greek/Latin Roots (5-8)<br/> Prefixes (5-6)<br/> Greek/Latin Suffixes (7-8)<br/> Final Assessments (5-8)</p> <p><b>Spelling:</b><br/> Palindromes (5-6)<br/> Suffixes (5-6)<br/> Prefixes (7-8)<br/> Vowel Patterns (5-6)<br/> Greek/Latin Roots (7-8)<br/> Final Assessments (5-8)</p> <p><b>SPELLING CITY Resources Available</b></p>   |
| <b>PATHWAY<br/>READING<br/>WORKSHOP</b>        | <p><b>Speaking and Listening Skills:</b><br/> Collaborative Discussions (5-8)<br/> Ask &amp; Answer Questions (5-6)<br/> Ask Questions that Connect Ideas (7-8)<br/> Paraphrase a Text (5-6)<br/> Critique a Text (7-8)<br/> Review (5-8)</p> <p><b>Mini-Lessons:</b><br/> Scan for Specific Information (5-8)<br/> Skim for Overview (5-8)<br/> Evaluate Argument &amp; Specific Claims in a Text (5-6)<br/> Evaluate Argument Validity, Recognizing Irrelevant Evidence (7-8)<br/> Analyze 2+ Texts that Provide Conflicting Information (7-8)<br/> Review (5-8)</p> <p><b>Guided Reading:</b><br/> Read &amp; Comprehend Text of Appropriate Complexity,<br/> Independently &amp; Proficiently (5-8)</p> <p><b>Independent Reading:</b><br/> Read for Pleasure, Personal Growth &amp; Spiritual Development (5-8)<br/> Select Text that Affirms the Principles in God's Word (5-6)</p> | <p><b>Speaking and Listening Skills:</b><br/> Present Claims and Findings (5-8)<br/> Interpret Information (5-6)<br/> Analyze the Purpose (7-8)<br/> Use a Variety of Media (5-6)<br/> Generate a Variety of Media (7-8)<br/> Final Assessments (5-8)</p> <p><b>Mini-Lessons:</b><br/> Make Connections with Text &amp; Life Experiences (5-8)<br/> Analyze Impact of Word Choice on Meaning &amp; Tone (5-6)<br/> Analyze Impact of Word Choice, Analogy, Allusion (7-8)<br/> Explain Development of Narrator Point of View (5-6)<br/> Analyze How Different Points of View Creates Various<br/> Effects (7-8)<br/> Final Assessments (5-8)</p> <p><b>Guided Reading:</b><br/> Self-Monitor Reading Strategies (5-6)<br/> Read &amp; Comprehend Text of Appropriate Complexity,<br/> Independently &amp; Proficiently (7-8)</p> <p><b>Independent Reading:</b><br/> Read &amp; Comprehend Text of Appropriate Complexity,<br/> Independently &amp; Proficiently (5-6)<br/> Read for Pleasure, Personal Growth, &amp; Spiritual<br/> Development (7-8)</p> |
| <b>PATHWAY<br/>WRITING<br/>EMPHASIS</b>        | <p>Drafting /Revising:<br/> Research Report (5-8)<br/> Editing &amp; Publishing:<br/> Research Report (5-8)<br/> Opinion Essay &amp; Problem-Solution Essay (5-6)<br/> Prewriting:<br/> Persuasive Paragraph (7-8)<br/> Drafting /Revising:<br/> Persuasive Paragraph (7-8)</p>   | <p>Persuasive Letter (5-6)<br/> Editing &amp; Publishing:<br/> Persuasive Paragraph (7-8)<br/> Prewriting:<br/> Argument (5-6)<br/> Drafting /Revising:<br/> Argument (5-6)<br/> Editing &amp; Publishing:<br/> Argument (5-6)<br/> Preparing, Organize, Delivering:<br/> Persuasive Speech (7-8)</p>  |
| <b>PATHWAY<br/>GRAMMAR<br/>EMPHASIS</b>        | <p>Punctuation:<br/> Apostrophes (5-6),<br/> Headings, Sidebars, Titles (7-8)<br/> Underlining, Italics (5-8)<br/> Pronoun Usage (5-6)<br/> Number Words / Numerals Usage (7-8)<br/> Review (5-8)</p>   | <p>Abbreviations (5-6)<br/> Capitalization (7-8)<br/> Comma Usage (5-6)<br/> Sentence: Mood (7-8)<br/> Punctuation: Colons (5-6),<br/> Dashes, Brackets, Headings, Sidebars, Titles (7-8)<br/> Final Assessment (5-8)</p>  |
| <b>Grades 5-8 _ Cycle 3 of 4 _ Page 8 of 8</b> |   |  |