



*FREE ELA LESSON PLAN FROM EDMENTUM*

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# 9<sup>th</sup>–12<sup>th</sup> Grade Lesson Plan Bundle

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# English Language Arts Lesson Plans

<b>ELA Lesson:</b> Theme	<b>Grade Level:</b> 9
<p><b>Lesson Summary:</b> The teacher will help students brainstorm the message of appropriate popular songs. The teacher will point out that theme is the basic message of a work of literature, developed by its elements. After reading “Plucking Thoughts,” the teacher will guide students to interpret the meaning of the vine with berries that the speaker identifies. The teacher will probe the thematic significance of the right words that can only come from within. Advanced Learners will work through other possible themes in the poem, while Struggling Learners will identify the theme of other works of literature that they have read.</p>	
<p><b>Lesson Objectives:</b></p> <p><b>The students will know...</b></p> <ul style="list-style-type: none"> <li>• the basic meaning of theme.</li> <li>• that the elements of a work of literature develop a theme.</li> </ul> <p><b>The students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify a basic theme.</li> <li>• work through the interpretive possibilities of literary elements.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;">x Visual      x Auditory      x Kinesthetic/Tactile</p>	
<p><b>Pre-Assessment:</b> Have students brainstorm the basic message of appropriate popular songs. Ask for a line or image that supports their interpretation.</p>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> 1 copy of poem “<a href="#">Plucking Thoughts</a>”* per student; notebooks; pens and pencils.</p>	
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Point out that works of literature generally have a theme or basic meaning. A reader can determine a theme by working through a piece of literature to see how all of its elements work together.</li> <li>2) Write the word <i>Loss</i> on the board. Challenge students to free write for five minutes on whatever comes to mind.</li> <li>3) Have students read the poem silently. Then appoint one student to read it out loud.</li> <li>4) When the student is finished, ask for general reaction to the poem. Ask what might have been going on in the speaker’s life before the poem begins. Students should mention that the speaker has experienced some kind of loss.</li> <li>5) Ask why the word <i>Loss</i> is capitalized. Students should answer that it is capitalized because loss is a significant experience in the speaker’s life.</li> <li>6) Ask what the speaker means by “words for Loss.” Pause for a moment and elicit that, sometimes, it is hard to say how you feel. Point out that it is hard to put some feelings into words, and it is even hard to identify what those feelings are.</li> <li>7) Point out that the central image is the vine growing on the speaker’s wall. Ask if it could be literally true. Point out that vines don’t usually grow on walls of houses, and that words don’t grow on vines.</li> </ol>	

- 8) Stop for a moment and ask what it would be like if what the speaker describes could be literally true. For example, if you needed to find the right words in a tough moment, there was some place you could go to find them.
- 9) Ask students for examples of times when you really need the right words, but it is hard to find them. Students might say when you have had an argument and have to apologize; when you have to admit to a mistake or failure; when you have to tell someone a difficult truth about themselves, such as informing them of an illness or the loss of something or someone they really loved; when you are trying to describe how you feel, but it is hard to put it into words.
- 10) Imagine that there could be such a resource for the speaker. How does he feel about it? Point out the line "Eager for a handful/To chew." Ask for definitions of the word "eager." Point out that it usually refers to when someone really wants to do something.
- 11) Point out that the poet is trying to convey something through an image, in this case the vine. What grows on vines? Berries. Why would you want to chew a berry? To take your time and enjoy its taste.
- 12) Return to the meaning of the vine as a resource to find words. What could it mean to be eager for a handful to chew? Wouldn't it really be great to always have the right thing to say? You would never be embarrassed. You could do enormous good. And, if you were of a mind, you could do enormous harm. In short, you would have enormous power. What would it mean for this speaker? He or she would feel better. It would be a relief.
- 13) So, the speaker plucks a bunch. Elicit definition for "plucks." Explain that it means to pull something that is usually attached to something else. To paraphrase, the speaker grabs some, but then loses a few. Ask if students have ever had the experience of trying to hold a lot of something in your hand and then some falls.
- 14) The speaker says "Now regrets/Are all I have for supper." What does the speaker have to regret? Possible answers might be that he/she grabbed too many, that he or she tried too hard.
- 15) Go back to the idea of the right words. Where do they really have to come from? From within. Suggest that this is a theme of the poem.

**Advanced Learner**

**Materials Needed:** 1 copy of poem "Plucking Thoughts"\* per student; notebooks; pens and pencils.

**Procedure:**

1) Point out that good works of literature may have more than one theme. Have students return to the poem and identify other possible themes, such as wanting too much or trying too hard. Challenge them to point out how elements of the poem support their themes.

**Struggling Learner**

**Materials Needed:** 1 copy of poem "Plucking Thoughts"\* per student; notebooks; pens and pencils.

**Procedure:**

1) Ask students to recall a favorite work of literature, either a poem, story, novel, or play, and ask them to identify the theme.

\*see supplemental resources

**ELA Lesson:** Fact and Opinion

**Grade Level:** 10

**Lesson Summary:** The teacher pre-assesses students by having them identify statements as fact or opinion. He or she then discusses with students the importance of being able to identify facts and opinions and the definitions for “fact” and “opinion.” The teacher shows students that they figure out whether a statement is a fact or an opinion by asking themselves one question, “Can this statement be proven true or false?” He or she guides the students in using this strategy and then the students practice the strategy independently. Advanced learners will respond to a persuasive passage by writing a persuasive passage of their own that includes facts and opinions. Struggling learners will use a flow chart to help them identify facts and opinions.

**Lesson Objectives:**
**The students will know...**

- the difference between verifiable fact and unverifiable opinion.

**The students will be able to...**

- distinguish between fact and opinion.

**Students will be assessed on the following scale:**

<b>4 - Proficient</b>	<b>3 – Very Good</b>	<b>2 – Good</b>	<b>1 – Poor</b>	<b>0 – Very Poor</b>
Student has mastered the topic.	Student has done well and with a little more practice will master the topic.	Student needs much more practice to master the topic.	Student has little idea of what the topic is about.	Student cannot grasp the main idea of the topic being taught.

**Learning Styles Targeted:**

- Visual   
  Auditory   
  Kinesthetic/Tactile

**Pre-Assessment:** Project the [Pre-Assessment PowerPoint\\*](#) and have students jot down on a scratch sheet of paper whether each numbered statement is a fact or an opinion. Scan through their answers, and use the assessment scale to keep track of how proficient each student has become with identifying facts and opinions.

**Whole-Class Instruction**

**Materials Needed:** 1 copy of the [Guided Practice\\*](#) passage per student, 2 highlighters that are each a different color per student

**Procedure:**

- 1) Discuss with students the importance of distinguishing between facts and opinions. Students should understand that knowing how to do this keeps them from being tricked by persuasive people like advertisers and politicians.
- 2) Review with students the definitions of fact and opinion. Students should know that a fact is a statement that can be proven true or false and an opinion is a statement that expresses beliefs, feelings, and judgments. Explain that they can easily figure out whether a statement is a fact or an opinion by asking themselves one question, “Can this statement be proven true or false?”

- 3) For guided practice, give each student a copy of the Guided Practice passage and two highlighters that are each a different color. Read the passage together. The first paragraph of the passage is the same paragraph found in the pre-assessment activity. Have students identify the author’s purpose. Students should see that the author is trying to persuade the reader to disagree with the school board on its wanting to eliminate music programs. Explain that identifying the facts and opinions will help them make a more informed decision about the issue.
- 4) Go through each statement in the first paragraph with the students, and after each statement ask, “Can this statement be proven true or false?” Explain that an answer of “yes” shows it to be a fact, and an answer of “no” shows it to be an opinion. For each statement, discuss with students how the statement can be proven true or why the statement can’t be proven true. Show students how to highlight the fact statements in one color and the opinion statements in the other color. Have students make a key at the top of their paper to help them remember. Use the assessment scale to keep track of how proficient each student has become with identifying facts and opinions.
- 5) Once you see that most of the students are good at identifying facts and opinions, have students continue highlighting the facts they see in one color and the opinions in the other color until all of the statements in the passage have been identified.

**Advanced Learner**

**Materials Needed:** 1 [Guided Practice](#)\* passage per student, 1 sheet of paper per student, 1 writing utensil per student, 2 highlighters that are each a different color per student

**Procedure:**

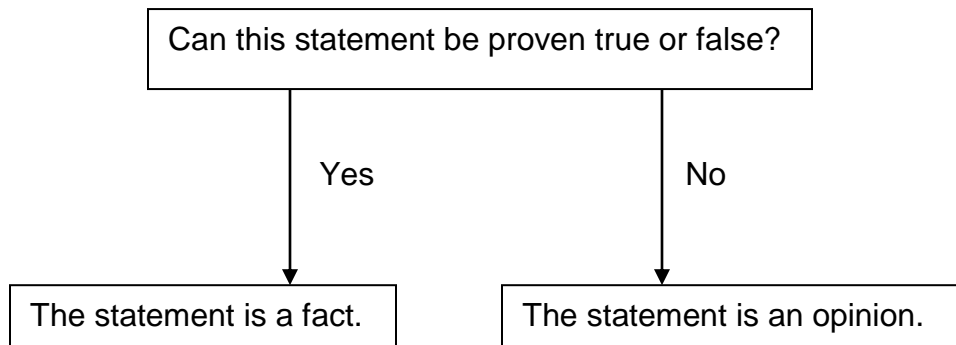
- 1) Have students look at the Guided Practice passage and decide whether or not they agree or disagree with the author. Then have them write a persuasive passage of their own on the issue. Their writing should include facts and opinions. When students have finished writing, have them highlight the facts in one color and the opinions in another color.

**Struggling Learner**

**Materials Needed:** 2 sheets of chart paper, 1 [SL Worksheet](#)\* per student, 1 pair of scissors per student, 1 bottle of glue per student, 1 sheet of paper per student, 1 marker per student

**Procedure:**

- 1) Before the lesson, draw a flow chart like the following on a sheet of chart paper:



- 2) Ask students what a fact is and what an opinion is. Record correct responses on a sheet of chart paper. Make sure students know that a fact is a statement that can be proven true or false and an opinion is a statement that expresses beliefs, feelings, and judgment.
- 3) Ask students what question they can ask themselves to see if a statement is a fact or an opinion.

Students should remember from the whole-class instruction that they can ask themselves, "Can this statement be proven true or false?" Show students the flow chart that you drew and explain that if you answer "Yes," the statement is a fact, and if you answer "No," the statement is an opinion.

- 4) Give each student a copy of the worksheet, a pair of scissors, a bottle of glue, a sheet of paper, and a marker. On the sheet of paper, have students write "Fact" in big letters on one side and "Opinion" on the other. Explain to students that they are going to use the flow chart to identify facts and opinions. Read the first statement on the worksheet aloud. Then, guide the students in using the flowchart to determine whether it's a fact or an opinion. Have students show you the "Fact" side if they think it's a fact and the "Opinion" side if they think it's an opinion. Ask the students who answered "Fact" how the statement can be proven true. Ask students who answered "Opinion" why the statement can't be proven true. Students should see that the first statement is an opinion. There are some people who do not think text messages and etc. create a false sense of closeness. Therefore, the statement cannot be proven true or false. Have students cut out the statement and paste it in the "Opinion" column.
- 5) Allow students to work independently on the remaining statements. Check in on their progress and reteach if necessary.
- 6) When students have finished, review and discuss their answers. Then, have students complete the Independent Practice activity.

**\*see supplemental resources**



**ELA Lesson:** Flashback and Foreshadowing

**Grade Level:** 11

**Lesson Summary:** For pre-assessment, the teacher should elicit definitions and examples of flashback and foreshadowing. As background for the selection from *Moby Dick, or The Whale*, the teacher should assign topics relating to the development of the plot of the novel. Students should present their findings and then analyze the passage for ways in which it foreshadows future events. Advanced Learners will locate later scenes from the novel that the selection foreshadows, and Struggling Learners will identify references to past events and figures mentioned in the passage

**Lesson Objectives:**
**The students will know...**

- how flashbacks refer to past events.
- how foreshadowing prefigures future events.

**The students will be able to...**

- establish how passages foreshadow future events in a work of literature.
- observe how passages allude to or refer back to the past in a characters memory.

**Learning Styles Targeted:**

x Visual      x Auditory      x Kinesthetic/Tactile

**Pre-Assessment:** The teacher should write the words *flashback* and *foreshadowing* on the board. The teacher should elicit definitions, examples from lived experience, such as war veterans who experiences flashback to combat, and examples from stories and novels they have read.

**Whole-Class Instruction**

**Materials Needed:** 1 Copy of [excerpt from Moby Dick or The Whale](#)\* per student; notebooks; pens and pencils.

**Procedure:**

- 1) Before this lesson, break students into groups and have them research whaling and shipwrecks in the early 19<sup>th</sup> century. Guide students to print or online resources to gather their information.
- 2) In class, have a representative from each group summarize their findings.
- 3) Distribute copies of the passage. Assign six gifted readers to read one paragraph each from the passage.
- 4) Ask students to circle provocative or interesting phrases and explain why they found them to be so. Elicit that Melville is giving examples from history and science to make a comment about the sea. What is the comment? That the sea is a "cannibal" that it devours its own.
- 5) Point out that Melville uses references to the past and allusions to the future in this passage. Point to paragraph 2 and references to shipwrecks. What is the purpose of these references?
- 6) If students have read *Moby Dick*, have them write a paragraph as to how the passage foreshadows the fate of the *Pequod*; if students have not read the novel, ask them to make a prediction. Encourage students to point to specific words and phrases in the text to support their assertions.
- 7) To conclude, point out that flashbacks can also function as a return, either in a character's mind or as something mentioned by a narrator, to events earlier in or prior to the novel or story.

**Advanced Learner**

**Materials Needed:** 1 Copy of [excerpt from \*Moby Dick or The Whale\*](#)\* per student; notebooks; pens and pencils.

**Procedure:**

- 1) Challenge students to choose one of the references in the passage and locate a passage from later in Melville’s novel that the earlier reference seems to foreshadow.
- 2) Students should prepare and deliver to the class a short presentation that pairs the two passages and notes their connection.

**Struggling Learner**

**Materials Needed:** 1 Copy of [excerpt from \*Moby Dick or The Whale\*](#)\* per student; notebooks; pens and pencils.

**Procedure:**

- 1) Help students to compile a list of the references to past events in the passage: Columbus, Noah, Korah, “the Persian host”
- 2) Guide students to print and online resources and help them to identify these references. Based upon what they know about the novel, challenge them to say why Melville mentions these references.
- 3) Help students to organize their findings and present them to the class.

\*see supplemental resources

<b>ELA Lesson:</b> Analogy	<b>Grade Level:</b> 12
<p><b>Lesson Summary:</b> For pre-assessment, students will complete analogy pairs. The teacher will point out that analogies are based upon comparisons and sometimes authors work with extended analogies. Students will work with the poem "Metaphysics" and note how the author develops an analogy between philosophical thought and being caught in a storm. For guided practice, students will identify five details from the poem that develop the analogy, and for independent practice, they will propose an analogy of their own dealing with study. Advanced Learners will develop their analogy into a narrative, and Struggling Learners will review and practice the analogies from pre-assessment and then develop one on their own.</p>	
<p><b>Lesson Objectives:</b></p> <p><b>The students will know...</b></p> <ul style="list-style-type: none"> <li>• why authors create analogies.</li> <li>• how authors create analogies.</li> </ul> <p><b>The students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify the elements of analogy.</li> <li>• use analogy in writing.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;"> <input checked="" type="checkbox"/> Visual              <input checked="" type="checkbox"/> Auditory              <input type="checkbox"/> Kinesthetic/Tactile       </p>	
<p><b>Pre-Assessment:</b></p> <ol style="list-style-type: none"> <li>1) Ask students to complete the following analogies: page : book :: as ___:___; shark : school :: ___:___; Gettysburgh : Civil War:: ___:___; vaccine : polio:: ___:___</li> <li>2) Student responses should grasp the relationship between the two items in the first pair and imitate that relationship in their own examples.</li> <li>3) Ask gifted readers to read examples. Discuss and review.</li> </ol>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> Selection: "Metaphysics"*; notebooks, pens and pencils</p>	
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Ask students if they have ever witnessed or been involved in an argument or discussion in which the participants got lost in their own argument. Ask for examples. Accept that sometimes in a discussion, the participants are not sure of what their original point was or how they ended up saying what they're saying. Accept that this often happens when the participants don't really know what they're talking about.</li> <li>2) Explain that the following selection is an analogy, a comparison between two things made to point out their similarities. While students may be familiar with shorter analogies provided in the pre-assessment examples, sometimes authors work longer analogies to make a point about a particular subject.</li> <li>3) Ask a gifted reader to read the poem aloud. Ask students to identify any difficult vocabulary words.</li> <li>4) Write the words <i>Philosophy</i> and <i>Metaphysics</i> on the board. Ask students to define the first in their</li> </ol>	

own words. Accept that it roughly means “a set of beliefs, concepts, or values that guide one through life.” Explain that everybody has some kind of philosophy of life, but really deep and abstract thinkers are professional philosophers who study things like truth and reality. Explain that metaphysics is a branch of professional philosophy that studies the nature of reality, “the really real.”

- 5) Ask students if they know people who might be classified as philosophers, thinkers who wonder what life is really all about. Explain that the poem is about two people like that, thinkers who want to figure out the ultimate meaning of life. Ask some Big Questions: Where do we go when we die? Why do bad things happen to good people? What are the origins of the universe?
- 6) Ask the name of the two thinkers in the poem. Answer: Why and Wherefore. Ask students to identify other difficult or obscure vocabulary words. Identify *interrogation* (a difficult questioning), *abstruse abstraction* (obscure or lofty thought), *speculation* (thinking about what something might be), *hypothesis* (a theory about what something might be), and *Negation* (saying that something isn't so).
- 7) Ask students to identify the basic point of the analogy. Elicit that a lofty conversation can be like being in a boat on a rough sea. Just when you think you have something figured out, you land on the rocks of the Wild negation, the doubt that tells you that what you thought probably isn't so.
- 8) For guided practice practice, challenge students to identify five details within the analogy and suggest what they represent and why they are accurate. Elicit why an argument is like being on a dark, stormy sea; why two thinkers might be called Why and Wherefore; why doubt might be a rockbound reef of unbelief; and questioning what you thought you believed is a wild beast called Negation.
- 9) For independent practice, challenge students to work out one analogy that compares some aspect of study to something else. Candidates for analogy might be: studying for a test; hope for a good grade; nervousness before a test; thinking you had a right answer when you didn't; or thinking you had a good idea for a paper, but when you tried to write it, the idea fell apart. Ask students to explain their choices.
- 10) For closing, ask students to explain the meaning of analogy.

**Advanced Learner**

**Materials Needed:** Notebooks, pens and pencils

**Procedure:**

- 1) Challenge students to work out their analogy from independent practice into a poem or story. Suggest that they pursue a narrative like the poem in which details stand for aspects of the analogy.
- 2) If time permits, have students exchange their analogies and elicit feedback.

**Struggling Learner**

**Materials Needed:** Notebooks, pens and pencils

**Procedure:**

- 1) Return to the examples provided in the pre-assessment. Ask students to identify the relationship in each. Ask students to complete each analogy, either correcting what they may have done wrong in pre-assessment or providing an additional example.

- 2) Have students present their analogies. Comment and suggest revisions as necessary.
- 3) Ask students to take one of their examples and write a paragraph explaining it. Ask them to give examples.

**\*see supplemental resources**

<b>ELA Lesson:</b> Parallel Structure	<b>Grade Level:</b> 12
<p><b>Lesson Summary:</b> For pre-assessment, the teacher will project two sentences with parallel sentence structures and ask students to identify them. The teacher will distribute copies of the selection from William Faulkner’s Nobel Prize Acceptance Speech and ask a gifted reader to read it. The teacher will work with students to identify parallel structure in the selection. For independent practice, the teacher will ask students to write a paragraph on what is important in writing using parallel structure. Advanced Learners will expand their paragraphs into full-length essays, and Struggling Learners will work with a passage that contains parallel structures.</p>	
<p><b>Lesson Objectives:</b></p> <p><b>The students will know...</b></p> <ul style="list-style-type: none"> <li>• varieties of parallel structures.</li> <li>• how parallel structures express ideas.</li> </ul> <p><b>The students will be able to...</b></p> <ul style="list-style-type: none"> <li>• identify parallel structures.</li> <li>• use parallel structures in their writing.</li> </ul>	
<p><b>Learning Styles Targeted:</b></p> <p style="text-align: center;">x Visual      x Auditory      Kinesthetic/Tactile</p>	
<p><b>Pre-Assessment:</b> Project the following <a href="#">sentences onto the board</a>*:</p> <p>All day long we sat and talked, laughed and cried, reminisced and remembered. We were athletes and scholars, boys and girls, friends and classmates, about to graduate into the outside world.</p> <p>Ask students to identify the use of parallelism in these sentences. Accept that the three sets of paired verbs in the first sentence, and the three sets of paired nouns in the second sentence. Establish that these sentences contain parallel structure.</p>	
<p><b>Whole-Class Instruction</b></p>	
<p><b>Materials Needed:</b> Selection from “<a href="#">Nobel Prize Acceptance Speech</a>”*; notebooks; pencils and pens</p>	
<p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1) Ask a gifted reader to read the selection aloud. Ask the class to underline any difficult vocabulary words.</li> <li>2) Remind students that William Faulkner (1897–1962) was one of the most important writers in American literature. He was awarded the Nobel Prize for Literature in 1949. Most of Faulkner’s fiction was set in the American South and concerned the themes that he mentions in the speech.</li> <li>3) Remind students that <b>parallelism</b> occurs in writing when an author repeats structures of parts of speech to present a series of ideas as being of equal importance.</li> <li>4) Ask: What is an example of parallelism in the first paragraph? Answer in the last sentence, the last two clauses “worth writing about, worth the agony and the sweat” show parallelism.</li> <li>5) For guided practice, challenge students to find examples of parallel structure in the second paragraph. Students should note the succeeding clauses in the second sentence beginning with “the old verities and truths. . .” Also note in the third sentence, the succeeding clauses beginning</li> </ol>	

with “not out of love but of lust. . . .”

- 6) For independent practice, ask students to write a paragraph on what they feel is important for a writer to write about. Challenge them to use parallel structure to present their ideas.
- 7) As time permits, have students exchange paragraphs and offer feedback on content and style.

**Advanced Learner**

**Materials Needed:** Selection from “[Nobel Prize Acceptance Speech](#)”\*; notebooks; pencil and pens

**Procedure:**

- 1) Challenge students to develop their paragraphs into a full-length essay.
- 2) As time permits, have students exchange papers. Encourage questions and feedback.

**Struggling Learner**

**Materials Needed:** Selection from “[Nobel Prize Acceptance Speech](#)”\*; notebooks; pencil and pens

**Procedure:**

- 1) Project the following onto the board: Juan likes acting, playing the guitar, and to sing. So he worked diligently and at an impressive speed to put on this year’s talent show. There were a few issues and problems with how he organized the show though. He thought that Marcie was going to emcee, that Lily was going to hand out the awards, and that the judging would be done by Mr. Sanchez. However, Mr. Sanchez was working off-site or he was sick the day of the show. Either way, there was no judging or awards to give out.
- 2) Ask students to revise the paragraph for parallel structures in their notebooks. Review and reteach as necessary.

\*see supplemental resources

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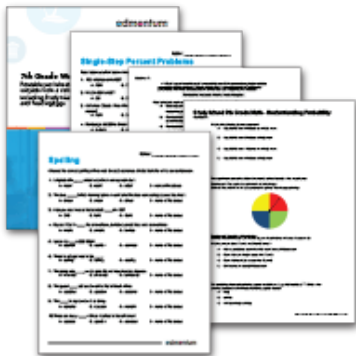
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