

Ware Public Schools

ENGLISH LANGUAGE ARTS CURRICULUM - Grades 5-7

SUBJECT MATTER: English Language Arts

Grade: 5

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Nature's Fury</p> <p><i>Nature is powerful, and people must cope with its challenges.</i></p> <p><u>Focus:</u> Tall Tales</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Tall Tales <p>What is Nature's Fury?</p> <p>What is reading?</p> <p>Why is it important to comprehend a story?</p> <p>How do context clues help me understand?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Sequences events 2. Recognizes text organization 3. Categorize and classify 4. Predict /Infer 5. Questions 6. Monitor/Clarify 7. Identifies story elements 8. Fact/Opinion 9. Identifies elements of a Tall Tale: <ul style="list-style-type: none"> • Characters and events are exaggerated • May explain a natural event • Setting, characters, and events may be based in fact <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Use print and electronic catalogs 2. Reference sources using graphic aids: maps, globes, charts, tables, and graphs 	<p>District Testing: ELA GRADE ----- Pretest</p> <p>Class Participation and Discussion</p> <p>Self-Evaluation</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Tests</p> <p>Accelerated Reader Quizzes</p>	<p>Theme refers to the main idea and meaning of a selection whether it is implied or stated. <u>TEXT for ALL UNITS</u> Houghton Mifflin Reading "Earthquake Terror" Peg Kehret Realistic fiction</p> <p><u>If You Lived At the Time of the Great San Francisco Earthquake</u> by Ellen Levine_Non-fiction (Easy)</p> <p><u>Drylongso</u> by Virginia Hamilton (On Level)</p> <p><u>Hurricanes</u> by Patricia Lauber (Challenge)</p> <p><u>Eye of the Storm</u> Chasing Storms with Warren Faidley by Stephen Kramer</p> <p><u>Volcanoes</u> by Seymour</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

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				Simon <u>Tall Tales</u> <ul style="list-style-type: none"> • Paul Bunyan • John Henry • Sally Ann Thunder Ann Whirlwind • February Leveled Readers --re: Nature's Fury Stories are also found on CD.	
	Word Work Why do I need to know how to spell?	<u>Decoding Longer Words-- Structural Analysis/Phonics</u> 1. Base words 2. Syllabication 3. Word roots <i>struct</i> and <i>rupt</i> <u>Phonics and Spelling</u> 1. Short vowels 2. Long vowel Sounds /ā/, /ē/, /ī/ 3. Long vowel Sounds /ō/, /ōō/, and /yōō/ <u>Vocabulary Skills and Expansion</u> 1. Using a Thesaurus 2. Dictionary skills: alphabetical order, guide words, and entry words 3. Dictionary definitions 4. Expanding vocabulary with scientific terms: geology words 5. Words from many languages - focus on weather words such as: <i>tornado, hurricane,</i> <i>cyclone, monsoon, typhoon</i> 6. Words from Mythology	Teacher Observation and Monitoring of skills taught Vocabulary Quiz Homework	Student Vocabulary Support and related internet activities Houghton Mifflin— accompanies the series: http://www.eduplace.com /kids/hmr05/ Dictionary of Greek and Latin Roots: http://english.glendale.cc. ca.us/roots.dict.html Greek and Latin Roots: http://www.kent.wednet.e du/KSD/MA/resources/gr eek_and_latin_roots/trans ition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps /pvms/Challenge/Vocabb uild.html	<u>Language</u> Vocabulary and Concept Development: 4.17, 4.18, 4.19

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	<p>Writing & Language</p> <p>How does discussion help me understand what I read?</p> <p>What can we learn from listening to others?</p> <p>Why do we need to cooperate?</p>	<p><u>Writing Workshop: Description</u></p> <ol style="list-style-type: none"> Using sensory language Organizing details Writing complete sentences <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 4 kinds of sentences: declarative, interrogative, imperative, and exclamatory Subjects and Predicates Using conjunctions <i>and, or, but</i> in compound sentences. Nouns: singular and plural Review: prefixes/suffixes <p><u>Writing</u></p> <ol style="list-style-type: none"> Capitalizing and punctuating sentences Correcting sentence fragments A news article: <i>5 W's and How</i> Adding details A response to a prompt A paragraph of information Summarizing Challenge: the use of <i>similes</i> in writing <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> Holding a panel discussion Having a literature discussion Having effective conversation 	<p>Students' use of capitals and punctuation in everyday writing.</p> <p>Teacher Observation and Monitoring of skills taught.</p> <p>Writing of a Tall Tale with Teacher Rubric</p> <p>Homework</p> <p>Written Quiz</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Writing Journals</p>	<p>Marco Polo – many available Lesson Plans/Activities http://www.marcopoloSEARCH.org/MPSEARCH/BasicSearch.asp</p> <p><u>Characteristics of a Tall Tale:</u></p> <ol style="list-style-type: none"> hero or heroine of tremendous size and strength Exaggeration (hyperboles) Similes/Metaphors used Character solves a problem by using his/her special abilities. <p>Houghton Mifflin Reading Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.17</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Give It All You've Got</p> <p><i>Giving your best requires both determination and risk.</i></p> <p><u>Focus:</u> Poetry</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Autobiography • Biography • Poetry <p>How does the character in the story "Give it all they've got"?</p> <p>What can we learn about character and morals from literature?</p> <p>How do I find information on a specific topic?</p> <p>What are the key elements of good poetry?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Fact and opinion 2. Story structure/Elements 3. Predicting outcomes 4. Topic/Main idea and supporting detail 5. Monitor/Clarify 6. Evaluate 7. Summarize 8. Predict and infer 9. Identify and define the elements of poetry <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Selecting the appropriate reference source 2. How to read a map 3. Using the internet and evaluating information 4. How to read a timeline 5. How to skim and scan 6. Using parts of a book and an index 7. Summarizing text graphically: schedule, time line, Venn Diagram 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Observation and Monitoring of skills taught</p> <p>Story Quizzes</p> <p>Exit Cards</p> <p>Self-Evaluations</p> <p>Chapter Test</p> <p>Accelerated Reader Quizzes</p>	<p>"Michelle Kwan Heart of a Champion" Autobiography</p> <p><u>Supergrandpa</u> by David M. Schwartz (Easy)</p> <p><u>Off and Running</u> by Gary Soto (On Level)</p> <p><u>Island of the Blue Dolphins</u> by Scott O'Dell (Challenge)</p> <p>"La Bamba" from Baseball in April by Gary Soto</p> <p>"The Fear Place" by Phyllis Reynolds Naylor</p> <p>"Mae Jemison Space Scientist" by Gail Sukurai</p> <p>Leveled Readers -- re: Give It All You've Got; Stories are also found on CD.</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4</p>

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	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Compound words 2. Roots <i>spec/t</i> and <i>opt</i> 3. Suffixes <i>-ward</i> and <i>-ous</i> 4. Suffixes <i>-ive</i> and <i>-ic</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Silent consonants 2. Compound words 3. /ou/, /ô/, /oi/ 4. The /ô/, /âr/, and /är/ sounds 5. The /ûr/ and /îr/ sounds <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Word families dictionary: words with multiple meanings 2. Vocabulary: homophones 3. Dictionary: syllables 4. Expanding vocabulary with movement words and scientific terms: geologic features and terms 5. Word Study: acronyms 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Poetry Fun and Games -- (for students) http://www.poetry4kids.com/modules.php?name=Games</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

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	Writing & Language	<p><u>Writing Workshop: Personal Essay</u></p> <ol style="list-style-type: none"> 1. Writing introductions and conclusions 2. Keeping to the focus 3. Possessive nouns <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Common and proper nouns 2. Singular and plural possessive nouns 3. Action verbs 4. Direct objects 5. Main verbs and helping verbs 6. Linking verbs 7. Verb Tenses <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Paraphrasing 2. Combining sentences w/ helping verbs 3. An announcement - ordering important information 4. A summary 5. A clarification composition 6. A business letter 7. Using the right tone in writing 8. Compare and contrast poems 9. Write poetry <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Dramatizing a scene 2. Listening to and making an announcement 3. Telling a story 4. Viewing and evaluating 5. Media 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p> <p>Summary Writing</p> <p>Clarification Composition with Teacher Rubric</p> <p>Business Letter</p> <p>Compare and Contrast Writing</p> <p>Writing Journals</p> <p>Student Written Poetry with Teacher/Student Rubric</p> <p>Self-Evaluation</p> <p>Unit Test</p>	<p>Marco Polo – many available Lesson Plans/Activities http://www.marcopolosea.org/MPSearch/BasicSearch.asp</p> <p>Houghton Mifflin Reading Key Proofreading Marks</p> <p>Process Writing: Personal Essay</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3 Questioning, Listening, & Contributing: 2.3 Oral Presentation: 3.8, 3.9, 3.12, 3.13 Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14 Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Reading and Literature</u></p> <p>Dramatic Literature: 17.3, 17.4 Dramatic Reading & Performance: 18.3</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6 Consideration of Audience & Purpose: 20.3 Revising: 21.4, 21.5 Standard English Conventions: 22.7 Organizing Ideas in Writing: 23.6, 23.7, 23.8 Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3 Media Production: 27.3</p>

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<p>Voices of the Revolution</p> <p><i>The spirit of the American Revolution lives on.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Poetry <p><u>Author Study:</u> Jean Fritz Books relating to the American Revolution & the Constitution. <i>Paul Revere, Sam Adams, Patrick Henry, King George III, Benjamin Franklin, George Washington, John Hancock</i></p> <p>How did ordinary citizens in colonial times contribute to the war effort?</p> <p>What personal qualities did these individuals have?</p> <p>What can I learn from historical fiction?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Author’s viewpoint 2. Cause and effect 3. Following directions 4. Story elements and character sketch 5. Evaluate 6. Summarize 7. Evaluate and question <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Comparing information in different forms 2. Using multiple sources to locate information 3. How to read primary sources 4. Adjusting reading pace/method of reading 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Tests</p> <p>Accelerated Reader Quizzes</p>	<p><u>And Then What Happened, Paul Revere?</u> by Jean Fritz</p> <p><u>Daughter of Liberty A True Story of the American Revolution</u> by Robert Quackenbush (Easy)</p> <p><u>Phoebe The Spy</u> by Judith Berry Griffin (On Level)</p> <p><u>Guns for General Washington</u> by Seymour Reit (Challenge)</p> <p><u>Katie’s Trunk</u> by Ann Turner</p> <p>“James Forten” from <u>Now Is Your Time!</u> by Walter Dean Myers</p> <p>Leveled Readers -- re: Voices of the Revolution</p> <p>Stories are also found on CD.</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3</p>

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	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Possessives and contractions 2. Syllabication – VCCV and VCV Patterns 3. Prefixes –<i>sub</i> and <i>-sur</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Final /ər/ 2. VCCV and VCV patterns 3. Final /l/ or /əl/ <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Synonyms 2. Dictionary: spelling table/pronunciation 3. Dictionary: antonyms 4. Word work: similes, occupation words, and nautical words 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p>Language Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

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	<p>Writing & Language</p> <p>What happens when belief systems of societies and individuals come into conflict?</p> <p>When should an individual take a stand in opposition to an individual or larger group?</p> <p>When is it appropriate to challenge the beliefs or values of society?</p> <p>Are there universal characteristics of belief systems that are common across people and time?</p>	<p><u>Writing Workshop: Story</u></p> <ol style="list-style-type: none"> 1. Developing a plot, characters, and setting 2. Writing dialogue 3. Using exact verbs <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Subject verb agreement 2. Regular and irregular Verbs 3. Verb phrases with <i>have</i> 4. Teach, learn; let, leave; sit, set; can, may 5. Adjectives 6. Proper adjectives <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Using exact nouns and verbs 2. Capitalization of names of people and places 3. A character sketch 4. A friendly letter 5. Voice 6. A biography <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Speaking to persuade 2. Viewing and evaluating 3. Fine art 4. Comparing information in various media 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p> <p>Story Writing with Teacher/Student Rubric</p> <p>Persuasive Writing with Rubric</p> <p>Writing Journals</p> <p>Self-Evaluation</p>	<p>Paul Revere House with Virtual Tour Longfellow’s Poem Images of the Ride http://www.paulreverehouse.org/</p> <p>Paul Revere Messenger of the Revolution (for students) http://www.earlyamerica.com/paul_revere.htm</p> <p>The Midnight Rider Virtual Museum http://www.cvesd.k12.ca.us/finney/paulvm/foyer.html</p> <p>The Story of Molly Pitcher (for students) http://www.earlyamerica.com/molly_pitcher.html</p> <p>Henry Knox Museum http://www.generalknoxmuseum.org/education_resources.html</p> <p>Houghton Mifflin Reading Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Person to Person</p> <p>Relationships bring both problems and rewards.</p> <p><u>Focus:</u> Plays</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Autobiography • Poetry <p>How do people become friends?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Problem solving and decision making 2. Noting details 3. Compare/Contrast 4. Making inferences 5. Question 6. Predict/Infer 7. Monitor/Clarify 8. Evaluate <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Note taking 2. Paraphrasing and synthesizing 3. How to outline 4. Evaluating information for accuracy & bias 5. Interviewing 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Test</p> <p>Accelerated Reader Quizzes</p>	<p><u>Mariah Keeps Cool</u> by Mildred Pitts Walter</p> <p>“Mom’s Best Friend” by Sally Hobart Alexander</p> <p><u>The Junior Thunder Lord</u> by Laurence Yep (Easy)</p> <p><u>Frindle</u> by Andrew Clements (On Level)</p> <p><u>Where the Flame Trees Bloom</u> by Alma Flor Ada (Challenge)</p> <p>“Yang the Second and Her Secret Admirers” by Lensey Namioka</p> <p>“Dear Mr. Henshaw” by Beverly Cleary</p> <p><u>ALSO the: Summer Reading Requirement</u> Leveled Readers -- re: Person to Person</p> <p>Stories are also found on CD.</p> <p><u>Maniac Magee</u> by Jerry Spinelli (theme-bullying)</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3 Myth/Traditional: 16.7, 16.8</p>

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	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Syllabication – VCCV Patterns 2. Syllabication – VV Pattern 3. Words ending in <i>-ed</i> or <i>-ing</i> 4. Suffixes <i>-ly, -ness, -ment, -ful, -less</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Consonant clusters 2. Less common long e spellings 3. Double Consonant /s/ and /z/ Sounds 4. VCCV Pattern 5. VV Pattern 6. Words with <i>-ed</i> or <i>-ing</i> 7. Words with suffixes <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Dictionary: base words and inflected forms 2. Multiple-meaning words 3. Dictionary: prefixes 4. Vocabulary: connotation 5. Precise words 6. Shades of meaning 7. Family words and transportation words 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing & Language</p> <p>What are the components of an effective presentation?</p>	<p><u>Writing Workshop: Personal Narrative</u></p> <ol style="list-style-type: none"> 1. Good beginnings 2. Writing with voice 3. Varying sentence types <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Comparing with adjectives 2. Comparing with <i>good</i> and <i>bad</i> 3. Commas in a series 4. Interjections 5. Quotations 6. Abbreviations 7. Titles <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Combining sentences by using introductory phrases 2. A memo 3. Changing positions of adjectives 4. A How-To paragraph 5. Using order words 6. A journal entry 7. Expanding sentences with adjectives <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Giving a speech 2. Explaining a process 3. Speaking on the telephone 4. Listening to introductions 5. Dramatizing a scene 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p> <p>Summary Writing</p> <p>Writing Journals</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Reading and Literature</u></p> <p>Dramatic Literature: 17.3, 17.4</p> <p>Dramatic Reading and Performance: 18.3</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>One Land, Many Trails</p> <p><i>The trails to and across the United States have seen many travelers.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction <p>What do you think is the meaning of the title of this theme, <i>One Land, Many Trails</i>?</p> <p>What were the benefits and drawbacks of westward movement?</p> <p>How can misconceptions lead to stereotyping?</p> <p>How was the European worldview demonstrated in maps, artwork, and writing from the time?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Drawing conclusions 2. Propaganda 3. Making judgments 4. Story structure 5. Evaluate 6. Predict/Infer 7. Question 8. Summarize <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Comparing information -- from more than one source 2. Using a word processor to write a report 3. How to use the SQP3R strategy 4. using multiple sources of information to Present information about a topic 5. How to take notes 6. Creating and organizing disk files 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Self-Evaluation</p> <p>Chapter Test</p> <p>Unit Test</p> <p>Accelerated Reader Quizzes</p>	<p><u>A Boy Called Slow</u> by Joseph Bruchac</p> <p>“Pioneer Girl Growing Up on the Prairie” by Andrea Warren</p> <p><u>Black Cowboy Wild Horses A True Story</u> by Julius Lester</p> <p><u>Meet the Wards on the Oregon Trail</u> by John J. Loeper (Easy)</p> <p><u>Children of the West</u> by Russell Freedman (On Level)</p> <p><u>High Elk’s Treasure</u> by Virginia Driving Hawk Sneve (Challenge)</p> <p><u>Elena</u> by Diane Stanley</p> <p>Leveled Readers -- re: One Land, Many Trails</p> <p>Stories are also found on CD.</p>	<p><u>Language Strand</u></p> <p>Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u></p> <p>Understanding Text: 8.19, 8.20, 8.21, 8.22</p> <p>Making Connections: 9.4</p> <p>Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Prefixes <i>un-</i>, <i>dis-</i>, <i>in-</i>, <i>re-</i>; and Suffix <i>-ion</i> 2. Stressed and unstressed syllables 3. Review of syllabication 4. Changing final <i>y</i> to <i>i</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Words with final /fj/, /iv/, and /is/ sounds 2. Word beginnings a-, be- 3. Final /n/, /ən/, /chər/, and /zhər/ sounds 4. Initial and medial digraph 5. Words with a prefix or a suffix 6. Unstressed syllables 7. Changing final <i>y</i> to <i>i</i> <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Analogies 2. Dictionary: suffixes 3. Dictionary: parts of speech 4. Dictionary: word histories 5. Word Work: words from French; words from types of cloth; words related to horses; Spanish words 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>
	Writing & Language	<p><u>Writing Workshop: Research Report</u></p> <ol style="list-style-type: none"> 1. Finding and evaluating information 2. Topic sentences and supporting details 3. Pronoun reference <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Subject and object pronouns 2. Using <i>I</i> and <i>me</i> 3. Possessive pronouns 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		4. Contractions with pronouns 5. Double subjects 6. Using <i>we</i> and <i>us</i> with nouns 7. Adverbs 8. Comparing with adverbs <u>Writing</u> 1. Combining sentences with pronouns 2. Speech using quotations 3. A problem solution composition 4. An explanation 5. Organizing information 6. A compare and contrast paragraph 7. Using exact adverbs <u>Listening and Speaking</u> 1. How to look at fine art 2. Listening to take notes and summarize 3. Listening to resolve conflicts 4. Giving an oral report 5. Giving a choral speaking presentation	Summary Writing Writing Journals Problem-Solution Writing with Teacher/Student Rubric Compare and Contrast Paragraph Writing with Teacher/Student Rubric		Formal & Informal English: 6.4, 6.5, 6.6 <u>Composition</u> Writing: 19.14, 19.15, 19.6 Consideration of Audience & Purpose: 20.3 Revising: 21.4, 21.5 Standard English Conventions: 22.7 Organizing Ideas in Writing: 23.6, 23.7, 23.8 Evaluating Writing & Presentations: 25.3 <u>Media</u> Analysis of Media: 26.3 Media Production: 27.3
Animal Encounters People and wild animals interact in a variety of close encounters.	Reading and Comprehension Genre <ul style="list-style-type: none"> • Nonfiction • Fiction • Poetry Should more people take the author's advice and experience the wilderness first	<u>Comprehension Skills and Strategies</u> 1. Making generalizations 2. Topic, main idea, and supporting details 3. Fact and opinion 4. Drawing conclusions 5. Monitor/Clarify 6. Evaluate 7. Summarize <u>Information and Study Skills</u> 1. Completing applications and forms 2. Preparing a report using text, graphic aids, and pictures	Pretest Class Participation and Discussion Teacher Made Quizzes Exit Cards Self-Evaluation	<u>The Grizzly Bear Family Book</u> by Michio Hoshino <u>The Golden Lion Tamarin Comes Home</u> by George Ancona <u>Dolphin Adventure</u> by Wayne Grover (Easy) <u>The Tarantula in My Purse</u> by Jean Craighead George (On Level)	<u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19 <u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>hand?</p> <p>Do you think endangered animals should be kept in the zoo?</p> <p>Why do you think animals can't be returned to the wild if they lose their fear of humans?</p>	<p>3. Evaluate the effects of media in daily life</p> <p>4. How to categorize information</p>	<p>Chapter Test</p> <p>Unit Test</p> <p>Accelerated Reader Quizzes</p>	<p><u>To the Top of the World</u> by Jim Bradenburg (Challenge)</p> <p><u>My Side of the Mountain</u> by Jean Craighead George</p> <p>Leveled Readers -- re: Animal Encounters Stories are also found on CD.</p>	<p>Nonfiction: 13.13, 13.14, 13.15, 13.17</p> <p>Poetry: 14.3</p> <p>Style & Language: 15.3, 15.4</p> <p>Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>
	<p>Word Work</p>	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Prefixes <i>com-</i>, <i>con-</i>, <i>en-</i>, <i>ex-</i>, <i>pre-</i>, <i>pro-</i> 2. 3 Syllable Words 3. Suffixes <i>-ent</i>, <i>-ant</i>, <i>-able</i>, <i>-ible</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Final /k/ and /kw/ Sounds 2. Consonant alterations 3. Vowel alterations 4. 3 Syllable words 5. Words with <i>-ent</i>, <i>-ant</i>, <i>-able</i>, <i>-ible</i> <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Using context 2. Dictionary: variations in pronunciation 3. Dictionary: idioms and run-on entries 4. Word Work: Words Related to Seasons; place names and proper adjectives; botanical words 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p>Language</p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing & Language</p> <p>Can people benefit from having a “link with nature”?</p> <p>Why is it important to consider your audience when giving a presentation?</p> <p>What strategies can I use to sway my audience to my point of view?</p> <p>How can I organize my paper to better support my argument?</p>	<p><u>Writing Workshop: Persuasive Essay</u></p> <ol style="list-style-type: none"> 1. Stating reasons and answering objections 2. Using supporting facts and details 3. Correcting run-on sentences <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Contractions with <i>not</i> 2. Negatives 3. Prepositions 4. Prepositional phrases 5. Object pronouns in prepositional phrases 6. Pronouns in prepositional phrases with compound objects <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Avoiding double negatives 2. Combining sentences with prepositional phrases 3. An opinion paragraph 4. A compare and contrast essay 5. An answer to an essay question 6. Placing prepositional phrases correctly <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Planning a multimedia presentation 2. Giving and listening to directions 3. Viewing for information and details 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p> <p>Opinion Paragraph with Teacher Rubric</p> <p>Compare and Contrast Essay with Teacher Rubric</p> <p>Writing Journals</p> <p>Self-Evaluation</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Reading and Literature</u></p> <p>Dramatic Literature: 17.4</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>

SUBJECT MATTER: English Language Arts

Grade: 6

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Courage</p> <p><i>People find moral and physical courage from many sources.</i></p> <p><u>Focus:</u> Poetry</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Realistic Fiction • Poetry <p>What does the word courage mean to you?</p> <p>How do people survive in the wilderness?</p> <p>What is reading?</p> <p>Why is it important to comprehend a story?</p> <p>How do context clues help me understand?</p> <p>What is the intended impact of each genre on its audience?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Noting details 2. Making judgments 3. Sequence of events 4. Predict outcomes 5. Predict/Infer 6. Summarize 7. Evaluate 8. Monitor/Clarify 9. Identify and define poetry 10. Recognize and identify the elements of poetry 11. Compare and contrast poems <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Use parts of a book and an index 2. Use graphic aids: maps, globes, charts, tables, graphs and captions 3. Use print and electronic card catalogs 4. Learn to read primary sources 5. Use print and electronic reference sources 6. Learn to take notes 	<p>District Testing: ELA GRADE</p> <p>-----</p> <p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Test</p> <p>Accelerated Reader Quizzes</p>	<p>Theme refers to the main idea and meaning of a selection whether it is implied or stated.</p> <p>Write Time for Kids</p> <p>Time Magazine</p> <p>“Hatchet” by Gary Paulsen</p> <p><u>The Little Ships The Heroic Rescue at Dunkirk in WW II</u> By Louise Borden (Easy)</p> <p><u>Small Steps, The Year I Got Polio</u> by Peg Kehret (On Level)</p> <p><u>Shipwreck at the Bottom of the World</u> by Jennifer Armstrong (Challenge)</p> <p><u>Passage to Freedom The Sugihara Story</u> by Ken Mochizuki</p> <p><u>Climb or Die</u> by Edward Myers</p>	<p>Language Strand</p> <p>Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p>Reading & Literature</p> <p>Understanding Text: 8.19, 8.20, 8.21, 8.22</p> <p>Making Connections: 9.4</p> <p>Genre: 10.3</p> <p>Theme: 11.3</p> <p>Fiction: 12.3</p> <p>Nonfiction: 13.13, 13.14, 13.15, 13.17</p> <p>Poetry: 14.3</p> <p>Style & Language: 15.3, 15.4</p> <p>Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				<p>“The True Confessions of Charlotte Doyle” by Avi</p> <p>Leveled Readers re: Courage</p> <p>Stories are also found on CD.</p>	
	<p>Word Work</p> <p>Why do I need to know how to spell?</p>	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Suffixes <i>-ly, -ful, -less</i> 2. Syllabication 3. Prefixes <i>un-</i>, and <i>re-</i> 4. Possessives and contractions <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Short vowels 2. Long vowel Sounds 3. Vowel spellings: <i>/ou/, /ōō/, /ô/, and /oi/</i> Sounds <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Using context 2. Dictionary skills: alphabetical order, guide words, and entry words 3. Dictionary: parts of an entry 4. Word families and easily confused words 5. Adverbs 6. Expand vocabulary: mountain climbing, terms, and motion words 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p>Language</p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

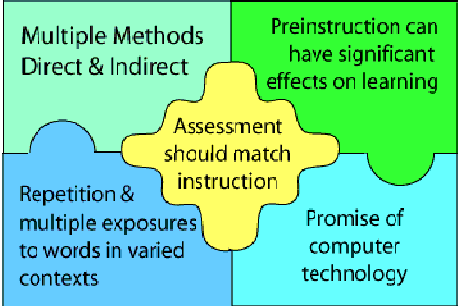
Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>How does discussion help me understand what I read?</p> <p>What can we learn from listening to others?</p> <p>Why do we need to cooperate?</p> <p><i>“You must do the thing you think you cannot do.”</i> <i>Eleanor Roosevelt</i> What does E. R. seem to be saying?</p>	<p><u>Writing Workshop: Personal Narrative</u></p> <ol style="list-style-type: none"> 1. Add details to writing 2. Vary sentences <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. 4 kinds of sentences: declarative, interrogative, imperative, and exclamatory 2. Subjects and predicates 3. Using conjunctions <i>and, or, but</i> in compound sentences. 4. Compound sentences 5. Complex sentences 6. Correcting fragments and run-on sentences 7. Common and proper nouns 8. Nouns: singular and plural <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Use sequence words and phrases 2. Capitalize and punctuate sentences 3. Combine sentences with appositives 4. Write instructions 5. Write a memo 6. Write a friendly letter 7. Voice 8. Write an opinion <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Retell a story 2. Learn to speak on the telephone 2. Hold a literature discussion 3. Give and listen to directions 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Homework</p> <p>Summary Paragraphs</p> <p>Written Quizzes</p> <p>Friendly Letter Writing with Teacher Rubric</p> <p>Opinion Paragraph Writing with Teacher/Student Rubric</p> <p>Writing Journals</p> <p>Self-Evaluation</p>	<p>Marco Polo – many available Lesson Plans/Activities http://www.marcopolesea.rch.org/MPSearch/BasicSearch.asp</p> <p>Houghton Mifflin Reading Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p>
What Really	Reading and	<u>Comprehension Skills and Strategies</u>	Pretest	<u>Amelia Earhart First</u>	<u>Language Strand</u>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Happened?</p> <p><i>Investigation of mysterious events reveals interesting theories.</i></p> <p><u>Focus:</u> Plays</p>	<p>Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Autobiography • Biography • Poetry <p>What kinds of stories and nonfiction selections might be included in a theme titled <i>What Really Happened?</i></p> <p>What kinds of mysteries does history hold? What mysteries are in the natural world?</p>	<ol style="list-style-type: none"> 1. Fact and opinion 2. Story structure/elements 3. Make inferences 4. Text organization 5. Monitor/Clarify 6. Question 7. Summarize 8. Identify the elements of a play <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Choose reference sources 2. Learn to outline an article 3. Evaluate the effects of media on daily life 4. Use the internet/evaluating information 5. Learn to categorize information 	<p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Test</p> <p>Accelerated Reader Quizzes</p>	<p><u>Lady of Flight</u> by Jan Parr</p> <p><u>Surtsey</u> by Kathryn Lasky (Easy)</p> <p><u>Anastasia's Album The Last Tsar's Youngest Daughter Tells Her Own Story</u> by Hugh Brewster (On Level)</p> <p><u>The Fire Bug Connection</u> by Jean Craighead George (Challenge)</p> <p><u>The Girl Who Married the Moon Tales from Native North America</u> told by Joseph Bruchac and Gayle Ross</p> <p><u>Dinosaur Ghosts The Mystery of Coelophysis</u> by J. Lynett Gillette</p> <p>Stories are also found on CD.</p> <p>Leveled Readers -- re: What Really Happened?</p>	<p>Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8 Dramatic Literature: 17.3, 17.4 Dramatic Reading & Performance: 18.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. "Someone Who" suffixes: <i>-er, -or, -ar, -ist, -ian, -an, -ent, -eer</i> 2. Inflected endings <i>-s, -es,</i> 3. Adjective suffixes <i>-al, -ive, and -ous</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Vowel + /r/ sounds 2. Homophones 3. Final /əŋ/, /əl/, and /ər/ sounds <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Dictionary: syllables 2. Homophones 3. Dictionary: spelling table and pronunciation key 4. Expand vocabulary with flight terms; words from other languages: Inuit words; and scientific terms: dinosaur names 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Poetry Fun and Games -- (for students) http://www.poetry4kids.com/modules.php?name=Games</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>What makes a great story?</p> <p>Using the words from the word bank (words relating to the writing process: prewrite, draft, edit, etc.), tell how we write a story.</p>	<p><u>Writing Workshop: Story</u></p> <ol style="list-style-type: none"> 1. Develop plot, characters, and setting 2. Write dialogue 3. Use exact nouns in writing <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Singular and plural possessive nouns 2. Action verbs and direct objects 3. Main verbs and auxiliary verbs 4. Transitive and intransitive verbs 5. <i>Being</i> verbs and linking verbs <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Use exact verbs 2. Write a news article 3. Add details to writing 4. Write a journal entry 5. Write a business letter 6. Use the right tone <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Make and listen to announcements 2. Give a choral speaking presentation 3. Give an oral report 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Homework</p> <p>Written Quizzes</p> <p>Summary Writing</p> <p>Paragraph Writing</p> <p>Business Letter with Teacher Rubric</p> <p>Writing Journals</p> <p>Self-Evaluation</p>	<p>Marco Polo – many available Lesson Plans/Activities http://www.marcopoloSEARCH.org/MPSearch/BasicSearch.asp</p> <p>Houghton Mifflin Reading Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Growing Up</p> <p><i>Growing up means learning more about you.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Realistic Fiction • Poetry <p>What can I learn from historical fiction?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Make generalizations 2. Make inferences 3. Story structure/story elements 4. Problem solving 5. Decision making 6. Question 7. Predict/Infer 8. Evaluate 9. Monitor/Clarify <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Compare information from more than one source 2. Paraphrase and synthesize 3. How to skim and scan 4. Conduct an interview 5. Adjust reading rate/method of reading 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Tests</p> <p>Accelerated Reader Quizzes</p>	<p>“Where the Red Fern Grows” by Wilson Rawles</p> <p><u>Later, Gator</u> by Laurence Yep (Easy)</p> <p><u>Taking Sides</u> by Gary Soto (On Level)</p> <p>“Letters from Rifka” by Karen Hesse (Challenge)</p> <p>“Last Summer with Maizon” by Jacqueline Woodson</p> <p>“The Challenge” by Gary Soto</p> <p>“The View from Saturday” by E. L. Konigsburg</p> <p>Stories are also found on CD.</p> <p>Leveled Readers -- re: Growing Up</p>	<p><u>Language Strand</u></p> <p>Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u></p> <p>Understanding Text: 8.19, 8.20, 8.21, 8.22</p> <p>Making Connections: 9.4</p> <p>Genre: 10.3</p> <p>Theme: 11.3</p> <p>Fiction: 12.3</p> <p>Nonfiction: 13.13, 13.14, 13.15, 13.17</p> <p>Poetry: 14.3</p> <p>Style & Language: 15.3, 15.4</p> <p>Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Syllabication – VCV, VCCV, and VCCCV Patterns 2. Words with <i>-ed or -ing</i> 3. Endings and suffixes <i>-en, -ize, -ify</i> 4. Prefixes <i>in-, im-</i> and <i>con-</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Homographs 2. Final <i>/t/, /edal/, and /d/</i> sounds 3. <i>/ch/</i> and <i>/k/</i> 4. Silent consonants <i>b, gh,</i> and <i>w</i> 5. VCV, VCCV, and VCCCV patterns 6. Words with <i>-ed or -ing</i> 7. Endings and suffixes 8. Prefixes <i>in-, im-</i> and <i>con-</i> <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Use a Thesaurus 2. Dictionary: base words & inflected forms 3. Dictionary: parts of speech 4. Word Work: clipped words; descriptive words; and direction words 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>When should an individual take a stand in opposition to an individual or larger group?</p> <p>When is it appropriate to challenge the beliefs or values of society?</p> <p>Are there universal characteristics of belief systems that are common across people and time?</p>	<p><u>Writing Workshop: Description</u></p> <ol style="list-style-type: none"> 1. Use sensory language 2. Organize details 3. Combine sentences <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Verb tenses 2. Principal parts of regular & irregular verbs 3. Subject verb agreement 4. Sit, set; lie, lay 5. Rise, raise 6. Lend, borrow; let, leave; teach, learn <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Correct sentence fragments and run-on sentences 2. Use exact nouns and verbs 3. Write a problem-solution composition 4. Organization: a response to a prompt 5. Write a character sketch 6. Write a speech 7. Audience <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Dramatize a story 2. Present Reader's Theater 3. Make and listen to introductions 4. Conflict resolution 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Homework</p> <p>Written Quizzes</p> <p>Paragraph Writing</p> <p>Writing Journals</p> <p>Self-Evaluation</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Discovering Ancient Cultures</p> <p><i>Nonfiction selections tell about life in ancient cultures.</i></p> <p><u>Focus:</u> Myths</p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Autobiography • Myths <p>In what ways is studying ancient cultures like taking a trip?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Author’s viewpoint: bias and assumptions 2. Cause and effect 3. Topic, main idea, and details 4. Summarize 5. Evaluate 6. Monitor/Clarify 7. Identify & define Myths 8. Identify the elements of Myths <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Learn to adjust your Rate of Reading 2. Use multiple sources to locate information 3. Learn to read a time line 4. Note taking 5. Learn to read a diagram 6. Compare information in different forms 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Unit Tests</p> <p>Accelerated Reader Quizzes</p>	<p><u>Lost Temple of the Aztecs</u> by Shelley Tanaka</p> <p><u>The Librarian Who Measured the Earth</u> by Kathryn Lasky (Easy)</p> <p><u>Aida</u> told by Leontyne Price (On Level)</p> <p><u>Between the Dragon and the Eagle</u> by Mical Schneider (Challenge)</p> <p>“The Great Wall” by Elizabeth Mann</p> <p><u>The Royal Kingdoms of Ghana, Mali, and Songhay Life in Medieval Africa</u> by Patricia and Frederick McKissack</p> <p>Stories are also found on CD.</p> <p>Leveled Readers -- re: Discovering Ancient Cultures</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Suffixes <i>-ic, -al, -ure</i> 2. Suffixes <i>-ion, and -ation</i> 3. Unstressed syllables <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. The /zh/ and /sh/ sound 2. The different sounds for the letters <i>wh</i> 3. The /ə/ sound 4. Adding <i>-ion, or -ation</i> 5. Unstressed syllables <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Multiple-Meaning words 2. Synonym 3. Dictionary: prefixes and suffixes 4. Descriptive words 5. Using a Thesaurus 6. Words for leaders 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>What are the components of an effective presentation? (re: speech)</p> <p>How do we find information on a specific topic?</p>	<p><u>Writing Workshop: Research Report</u></p> <ol style="list-style-type: none"> 1. Locate and evaluate information 2. Use an outline 3. Use adjectives 4. Write their own Myth <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Adjectives 2. Proper adjectives 3. Compare with adjectives 4. Compare with <i>good</i> or <i>bad</i> 5. Adverbs 6. Compare with adverbs <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Elaborate with adjectives 2. Combine Sentences with adjectives 3. Write an explanation 4. Eliminate unnecessary words 5. Write a paragraph of information 6. Write a compare and contrast paragraph <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Give a speech 2. Explain a process 3. Learn to speak on the telephone effectively 4. Listen to introductions 5. Dramatize a scene 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Homework</p> <p>Written Quizzes</p> <p>Research Report with Teacher/Student Rubric</p> <p>Summary Writing</p> <p>Compare and Contrast Paragraph Writing with a Rubric</p> <p>Writing Journals</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p> <p>Media Production: 27.3</p>
Doers and	Reading and	<u>Comprehension Skills and Strategies</u>	Pretest	<u>A Kind of Grace</u>	<u>Language Strand</u>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Dreamers</p> <p><i>It often takes hard work and determination to fulfill your dreams.</i></p> <p><u>Focus:</u> Speeches</p>	<p>Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Autobiography • Biography <p>What do you think is the meaning of the title of this theme, <i>Doers and Dreamers</i>?</p> <p>Is it better to be a <i>Doer</i> or a <i>Dreamer</i>?</p> <p>When should an individual take a stand in opposition to an individual or larger group?</p> <p>When is it appropriate to challenge the beliefs or values of society?</p> <p>Are there universal characteristics of belief systems that are common across people and time?</p>	<ol style="list-style-type: none"> 1. Propaganda 2. Problem solving 3. Compare and Contrast 4. Predict/Infer 5. Question 6. Summarize 7. Identify the elements of a speech <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Use multiple sources of information to present information about a topic 2. Learn to skim and scan 3. Use a word processor to write a report 4. Create and organize disk files 	<p>Class Participation and Discussion</p> <p>Story Quizzes</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Chapter Test</p> <p>Accelerated Reader Quizzes</p>	<p>Autobiography by Jackie Joyner-Kersey</p> <p><u>Mary McLeod Bethune</u> Cornerstone of Freedom Biography (Easy)</p> <p><u>James Escalante</u>, <u>Sensational Teacher</u> by Ann Byers (On Level)</p> <p><u>Lincoln A Photobiography</u> by Russell Freedman (Challenge)</p> <p><u>Under the Royal Palms A Childhood in Cuba</u> by Alma Flor Ada</p> <p>“Chuck Close Up Close” by Ian Greenberg and Sandra Jordan</p> <p>Stories are also found on CD.</p> <p>Leveled Readers -- re: Doers and Dreamers</p>	<p>Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Word parts <i>ven</i> and <i>graph</i> 2. Plurals 3. Suffixes <i>-ent, -ence; -ant, -ance; -able, -ible; -ate</i> <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. Words with final /īz/, /j/, /ñ/, /īk/, /ch□r/, /□s/ sounds 2. Hard and soft <i>c</i> sound 3. /f/, /g/, and /j/ sounds 4. Plurals 5. Suffixes <i>-ent, -ence; -ant, -ance; -able, -ible; -ate</i> <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Antonyms 2. Dictionary: multiple-meaning words 3. Dictionary: etymology 4. Word work: athletic words; business terms; and color words 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.cc.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>What does it mean to “shoot for the moon”?</p> <p>What kind of person do you think a “doer” is? What about a “dreamer”?</p> <p>What makes a good speech?</p>	<p><u>Writing Workshop: Personal Essay</u></p> <ol style="list-style-type: none"> 1. Keep the focus 2. Introductions and conclusions 3. Correct sentence fragments 4. Write their own speech <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Subject and object pronouns 2. Pronouns in compound subjects and objects 3. Possessive and indefinite pronouns 4. Using <i>who</i>, <i>whom</i>, and <i>whose</i> 5. Avoiding double negatives 6. Contractions <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Write clearly with pronouns 2. Write a clarification composition 3. Be precise 4. Write a How-To paragraph 6. Write a summary 7. Paraphrase <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Listen to take notes and summarize 2. Explain a process 3. Learn to look at fine art 4. View and evaluate fine art 5. Practice delivering a speech 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Homework</p> <p>Written Quiz</p> <p>Summary Writing</p> <p>Business Letter</p> <p>Writing Journals</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>New Frontiers: Oceans and Space</p> <p><i>The uncharted frontiers of oceans and space offer new challenges.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Biography • Poetry <p>What do you think Carl Sagan means when he says, “<i>Exploration is in our nature</i>”?</p> <p>What is a frontier? In what ways might the oceans and space be considered new frontiers?</p> <p>Is it worth it to spend our time, money, and energy to send explorers into the unknown?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Cause and effect 2. Follow directions 3. Categorize and classify 4. Draw conclusions 5. Monitor/Clarify 6. Question 7. Predict/Infer <p><u>Information and Study Skills</u></p> <ol style="list-style-type: none"> 1. Complete applications and forms 2. Summarize text graphically: schedule, time line, Venn Diagram 3. Learn to follow directions 4. Learn to adjust your rate of reading 5. Prepare a report using text, graphic aids, and pictures 6. Learn to use the SQP3R strategy 7. Evaluate information for accuracy and bias 	<p>Pretest</p> <p>Class Participation and Discussion</p> <p>Story Quizzes</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Self-Evaluation</p> <p>Chapter Test</p> <p>Accelerated Reader Quizzes</p>	<p>“The Adventures of Sojourner: The Mission to Mars the Thrilled the World” by Joan Banks</p> <p><u>Franklin R. Chang-Diaz</u> Biography by Argentina Palacios</p> <p>“Beneath Blue Waters” Biography by Deborah Kovacs and Kate Madin</p> <p>“Out There” Short Story by Theodore Taylor</p> <p><u>Shannon Lucid: Space Ambassador</u> by Carmen Bredeson (Easy)</p> <p><u>Adventure in Space: The Flight to Fix the Hubble</u> by Elaine Scott (On Level)</p> <p><u>Deep-Sea Explorer: The Story of Robert Ballard, Discoverer of the Titanic</u> by Rick Archbold (Challenge) Stories are also found on CD. Leveled Readers -- re: New Frontiers: Oceans and Space</p>	<p><u>Language Strand</u> Vocabulary & Concept Development 4.17, 4.18, 4.19</p> <p><u>Reading & Literature</u> Understanding Text: 8.19, 8.20, 8.21, 8.22 Making Connections: 9.4 Genre: 10.3 Theme: 11.3 Fiction: 12.3 Nonfiction: 13.13, 13.14, 13.15, 13.17 Poetry: 14.3 Style & Language: 15.3, 15.4 Myth, Traditional Narrative, Classical Literature: 16.7, 16.8</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<p><u>Decoding Longer Words-- Structural Analysis/Phonics</u></p> <ol style="list-style-type: none"> 1. Prefixes: <i>de-, dis-, ex-, inter-, per-, pre-, pro-</i> 2. Prefixes <i>ad-</i> and <i>ob-</i> 3. Words with <i>ie</i> or <i>ei</i> 4. Word Parts <p><u>Phonics and Spelling</u></p> <ol style="list-style-type: none"> 1. /<i>ryl</i>/ and /<i>sh r</i>/ Sounds 2. /<i>thl</i>/ and /<i>th</i>/ Sounds 3. Vowel Alternations 4. Consonant alternations 5. Prefixes <i>de-, dis-, ex-, inter-, per-, pre-, pro-</i> 6. Prefixes <i>ad-</i> and <i>ob-</i> 7. Words with <i>ie</i> or <i>ei</i> 8. Word Parts <p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> 1. Analogies 2. Word Families 3. Dictionary: idioms and run-on entries 4. Dictionary: more than one Spelling or Pronunciation 5. Word Work: space travel terminology; fields of study; science word origins; acronyms 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Student Vocabulary Support and related internet activities</p> <p>Houghton Mifflin— accompanies the series: http://www.eduplace.com/kids/hmr05/</p> <p>Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/VocabularyBuild.html</p>	<p><u>Language</u></p> <p>Vocabulary and Concept Development: 4.17, 4.18, 4.19</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Writing and Language</p> <p>What is the art of persuasion?</p> <p>How do you convince another person of the legitimacy of your point of view?</p> <p>What strategies can I use to sway my audience to my point of view?</p> <p>Why is a thesis statement important?</p> <p>How can I organize my paper to better support my argument?</p> <p>What strategies are used to convey a clear and distinct perspective in various media genre?</p>	<p><u>Writing Workshop: Persuasive Essay</u></p> <ol style="list-style-type: none"> 1. State reasons and answering objections 2. Use supporting facts and details 3. Use adjectives and adverbs correctly <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Prepositions and prepositional phrases 2. Prepositional phrases as adjectives and adverbs 3. Interjections 4. Abbreviations 5. Commas in a series 6. Other uses for commas 7. Punctuating dialogue 8. Capitalization in titles <p><u>Writing</u></p> <ol style="list-style-type: none"> 1. Combine sentences with prepositional phrases 2. Use commas when combining sentences 3. Write an announcement 4. Order important information 5. Write a biography 6. Write a compare and contrast essay 7. Write an answer to an essay question 8. Keep to the point <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. View and evaluate media 2. Plan a multimedia presentation 3. Speak to persuade 4. Hold effective conversations 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Homework</p> <p>Written Quiz</p> <p>Summary Writing</p> <p>Business Letter</p> <p>Writing Journals</p> <p>Self-Evaluation</p> <p>Student/Teacher Rubrics</p>	<p>Houghton Mifflin Reading</p> <p>Key Proofreading Marks</p> <p>Compare/Contrast Essay</p> <p>Biography</p> <p>Answering Essay Questions</p> <p>Teacher/Student Created Rubrics</p>	<p><u>Language Strand</u></p> <p>Discussion: 1.3</p> <p>Questioning, Listening, & Contributing: 2.3</p> <p>Oral Presentation: 3.8, 3.9, 3.12, 3.13</p> <p>Structure & Origins of Modern English: 5.9, 5.10, 5.12, 5.13, 5.14</p> <p>Formal & Informal English: 6.4, 6.5, 6.6</p> <p><u>Composition</u></p> <p>Writing: 19.14, 19.15, 19.6</p> <p>Consideration of Audience & Purpose: 20.3</p> <p>Revising: 21.4, 21.5</p> <p>Standard English Conventions: 22.7</p> <p>Organizing Ideas in Writing: 23.6, 23.7, 23.8</p> <p>Evaluating Writing & Presentations: 25.3</p> <p><u>Media</u></p> <p>Analysis of Media: 26.3, 26.4</p> <p>Media Production: 27.3</p>

SUBJECT MATTER: English Language Arts

Grade: 7

Seventh grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.
- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
Literature	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Fiction • Short Story • Poetry • Autobiography • Biography • Essay • Drama • Folk Tales <p>Why read literature?</p> <p>What are the characteristics (or structure) of each literary genre?</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Determine the meaning of unfamiliar words using Context Clues (i.e., <i>contrast or cause and effect stated in the text</i>). 2. Determine the meaning of unfamiliar words by using knowledge of Greek and Latin roots, suffixes, and prefixes. 3. Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries & thesauruses. 4. Identify the language styles of different characters in literary works. 5. Identify basic facts and main ideas in a text and use them as the basis for interpretation. <ul style="list-style-type: none"> • Use knowledge of genre Characteristics to analyze a text. • Interpret mood or tone in a text and give supporting evidence from the text. • Identify evidence in a text that supports an argument. 6. Interpret a character's traits, emotions, or 	<p>District Testing: ELA GRADE ----- Pretest</p> <p>Teacher Observation and Monitoring of skills taught</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Cooperative Learning Activities</p>	<p>Theme refers to the main idea and meaning of a selection whether it is implied or stated.</p> <p><u>TEXT for ALL UNITS</u> Prentice Hall Literature Bronze Edition Timeless Voices, Timeless Themes, 7th edition</p> <p>Prentice Hall ELA site – Additional Questions; Hot Links; Internet Activities; Reading Strategies; & Self Tests http://www.phschool.com/language_arts/</p> <p>Unit One: Independence & Identity</p>	<p><u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7</p> <p><u>Reading & Literature</u> Understanding Text: 8.23, 8.24, 8.25, 8.26, 8.27, 8.28</p> <p>Making Connections: 9.5—all Social Studies Units</p> <p>Genre: 10.4 Theme: 11.4 Fiction: 12.4 Nonfiction: 13.18, 13.19, 13.20, 13.21, 13.22, 13.23</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>How do I analyze the purpose of the author or the creator?</p> <p>How does conflict lead to change?</p> <p>What problem-solving strategies can individuals use to manage conflict and change?</p> <p>How does an individual's point of view affect the way they deal with conflict?</p> <p>What personal qualities have helped you to deal with conflict and change?</p> <p>How might it feel to live through a conflict that disrupts your way of life?</p> <p>How does conflict influence an individual's decisions and</p>	<p>motivation and give supporting evidence from a text.</p> <p>7. Analyze the language styles of different characters in literary works.</p> <p>8. Identify how authors use characteristics of various genres (<i>i.e., poetry, fiction, nonfiction, short story, dramatic literature</i>) to accomplish different purposes.</p> <p>9. Identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support understanding.</p> <ul style="list-style-type: none"> • Identify similar themes across a variety of selections, distinguishing theme from topic. • Analyze the connections among setting, characterization, conflict, plot, and/or theme. • Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict. • Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, thoughts. • Analyze the ways characters change and interact with others over time and give supporting evidence from the text. <p>10. Identifies the moral of the story</p> <p>11. Identifies analogies in poetry</p> <p>12. Identify and analyze imagery and figurative language.</p> <p>13. Identify and analyze how an author's use</p>	<p>Self Assessment</p> <p>Chapter Test</p> <p>Unit Tests</p>	<p>Unit Two: Common Threads</p> <p>Unit Three: What Matters</p> <p>Unit Four: Meeting Challenges</p> <p>Unit Five: Just for Fun</p> <p><u>Timothy of the Cay</u> by Theodore Taylor</p> <p><u>Call of the Wild</u> by Jack London</p> <p>Dictionary</p> <p>Thesaurus</p> <p>Reading Rates</p> <p>Building Vocabulary, found in Supplement to the Massachusetts ELA Curriculum Frameworks</p> <p>International Reading Association http://www.reading.org/</p>	<p>Style & Language: 15.5, 15.6</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>actions?</p> <p>How are people transformed through their relationships with others?</p>	<p>of words creates tone and mood.</p> <p>14. Breaks down long sentences to help with comprehension</p>			
	<p>Word Work</p>	<p><u>Vocabulary Skills and Expansion</u></p> <ol style="list-style-type: none"> Students will understand and acquire new vocabulary and use it correctly in reading and writing. Determine the meanings of unfamiliar words using context clues (i.e., <i>contrast or cause and effect stated in the text</i>). Identify words that cue contrast clues (<i>but, however, on the other hand, except</i>). Identify cause-and-effect clues (<i>because, since, as a result, or therefore</i>). Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes. <ul style="list-style-type: none"> Latin Root: <i>-vid-, -vita-</i> Greek Root: <i>-nym-</i> Anglo-Saxon Prefix: <i>un-</i> Latin Prefix: <i>pro-, mal-, dis-, uni-, inter-, trans-, ex-, re-, in-</i> Anglo-Saxon Suffix: <i>-ly, -ness,</i> Greek Suffix: <i>-ist</i> Latin Suffix: <i>-ous, -ify,</i> Clarify word meanings with Context Clues Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses. 	<p>Teacher Observation and Monitoring of skills taught</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html</p> <p>Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html</p>	<p>Language</p> <p>Vocabulary and Concept Development: 4.20, 4.21, 4.22</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s																					
	<p>Writing and Language</p> <p>What is the relationship between language and power?</p> <p>How does language influence how we think and act?</p> <p>How is literature like life?</p> <p>What do words reveal about the speaker/writer?</p> <p>How do I express myself using standard English conventions?</p> <p>How do nouns control meaning?</p> <p>How do verbs control meaning?</p> <p>How is style controlled by such mechanisms as voice, syntax, diction, point of view, and mood?</p>	<p><u>Writing Workshop: Narration</u></p> <ol style="list-style-type: none"> 1. Autobiographical writing 2. Write a Fable 3. Using sensory language 4. Description 5. Opinion essay 6. Persuasive writing 7. Organizing details 8. Compare/Contrast writing 9. Write a character sketch 10. Wanted poster 11. Essay writing 12. Summary writing 13. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. 14. Integrate the use of organizing techniques that break up strict chronological order in a story. 15. Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion. 16. Organize ideas for writing comparison-and-contrast essays. <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>) 2. Distinguish phrases from clauses 3. Recognize the make-up and function of prepositional phrases 4. Identify simple, compound, and complex sentences. 5. Recognize the appropriate use of pronoun 	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Conferences</p> <p>Self-Evaluation</p> <p>Homework</p> <p>Written Quizzes</p> <p>Portfolio</p> <p>Writing Journal</p> <p>Cooperative Learning Activities</p> <p>Peer Evaluations</p> <p>Self Assessment</p> <p>Teacher/Student Made Rubrics</p>	<div data-bbox="1192 1170 1980 1437" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">VERBS FOR INITIAL UNDERSTANDING</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Calculate</td> <td style="padding: 2px;">Highlight</td> <td style="padding: 2px;">Match</td> </tr> <tr> <td style="padding: 2px;">Compute</td> <td style="padding: 2px;">Identify</td> <td style="padding: 2px;">Preview</td> </tr> <tr> <td style="padding: 2px;">Describe</td> <td style="padding: 2px;">Label</td> <td style="padding: 2px;">Recall</td> </tr> <tr> <td style="padding: 2px;">Demonstrate</td> <td style="padding: 2px;">List</td> <td style="padding: 2px;">Sequence</td> </tr> <tr> <td style="padding: 2px;">Display</td> <td style="padding: 2px;">Locate</td> <td style="padding: 2px;">Show</td> </tr> <tr> <td></td> <td style="padding: 2px;">Make</td> <td style="padding: 2px;">Skim</td> </tr> <tr> <td></td> <td></td> <td style="padding: 2px;">Summarize</td> </tr> </table> </div>	Calculate	Highlight	Match	Compute	Identify	Preview	Describe	Label	Recall	Demonstrate	List	Sequence	Display	Locate	Show		Make	Skim			Summarize	<p><u>Language</u></p> <p>Discussion: 1.4</p> <p>Questioning, Listening, & Contributing: 2.4</p> <p>Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22</p> <p><u>Composition</u></p> <p>Writing: 19.19 , 19.22, 19.23</p> <p>Consideration of Audience and Purpose: 20.4</p> <p>Revising: 21.6, 21.7</p> <p>Conventions: 22.8</p> <p>Organizing Ideas in Writing: 23.9, 23.10, 23.11</p> <p>Research: 24.4</p> <p>Evaluating Writing and Presentations: 25.4</p>
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Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What is the relationship between thinking, writing, and speaking?</p>	<p>reference.</p> <p>6. Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p> <p>7. Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>8. Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</p> <ul style="list-style-type: none"> • Identify seven basic parts of speech: <i>noun, pronoun, verb, adverb, adjective, conjunction, preposition.</i> • Expand sentences (for example, by <i>adding modifiers</i> or <i>combining sentences</i>). • Identify past, present, and future verb tenses. • Recognize that a word performs different functions according to its position in a sentence. • Identify simple and compound sentences. • Identify correct mechanics (for example, <i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>) and correct sentence structure (for example, <i>elimination of sentence fragments and run-ons</i>). 			<p><u>Language</u> Discussion: 1.4 Questioning, Listening, & Contributing: 2.4</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<u>Listening and Speaking</u> 1. Compare/Contrast literary works 2. Organizing and delivering a narrative presentation 3. Evaluating advertisements 4. Presenting a proposal 5. Evaluating a persuasive presentation 6. Organizing and delivering an oral Summary 7. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).			
Looking at Literary Forms Genre: Short Story	Reading and Comprehension Genre <ul style="list-style-type: none"> • Essay • Autobiography • Biography What am I thinking while I read and how do I analyze that information? Is the character static or dynamic? How does conflict lead to change? What problem-solving strategies can individuals use to manage conflict and change?	<u>Comprehension Skills and Strategies</u> 1. Determine the meaning of unfamiliar words using Context Clues (i.e., <i>contrast or cause and effect stated in the text</i>). 2. Determine the meaning of unfamiliar words by using knowledge of Greek and Latin roots, suffixes, and prefixes. 3. Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries & Thesauruses. 4. Identify the language styles of different characters in literary works. 5. Identify basic facts and main ideas in a text and use them as the basis for interpretation. <ul style="list-style-type: none"> • Use knowledge of genre Characteristics to analyze a text. • Interpret mood or tone in a text and give supporting evidence from the text. • Identify evidence in a text that supports an argument. 6. Interpret a character’s traits, emotions, or motivation and give supporting evidence from a text.	Pretest Teacher Observation and Monitoring of skills taught. Class Participation and Discussion Teacher Made Quizzes Exit Cards Cooperative Learning Activities Self Assessment Chapter Test Unit Tests	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Bronze Edition Timeless Voices, Timeless Themes, 7 th edition	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7 <u>Reading and Literature</u> Understanding Text Informational/Expository Text 8.26, 8.27, 8.28 Genre: 10.4 Theme: 11.4

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>How does an individual's point of view affect the way they deal with conflict?</p> <p>How does conflict influence an individual's decisions and actions?</p> <p>How are people transformed through their relationships with others?</p> <p>What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?</p>	<p>7. Analyze the language styles of different characters in literary works.</p> <p>8. Identify how authors use characteristics of various genres (<i>i.e., poetry, fiction, nonfiction, short story, dramatic literature</i>) to accomplish different purposes.</p> <p>9. Identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support understanding.</p> <p>10. Identify similar themes across a variety of selections, distinguishing theme from topic.</p> <p>11. Analyze the connections among setting, characterization, conflict, plot, and/or theme.</p> <p>12. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p> <p>13. Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, thoughts.</p> <p>14. Analyze the ways characters change and interact with others over time and give supporting evidence from the text.</p>			
	<p>Word Work</p> <p>How do words impact our lives?</p>	<p><u>Vocabulary Skills and Expansion</u></p> <p>1. Latin Root: <i>-viv-</i>, <i>-spec-</i>, <i>-sens-</i>, <i>-flam-</i></p> <p>2. Latin Suffix: <i>-ment</i>, <i>-ee</i></p> <p>3. Clarify word meanings with context clues</p> <p>4. Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p>	<p>Teacher Observation and Monitoring of skills taught.</p> <p>Vocabulary Quiz</p> <p>Homework</p>	<p>Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html</p> <p>Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/trans</p>	<p>Language</p> <p>Vocabulary & Concept Development: 4.20, 2.21, 4.22</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				ition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html	
	Writing and Language	<p><u>Writing Workshop: Narration</u></p> <ol style="list-style-type: none"> 1. Short Story Writing 2. Rewrites a scene in a different point of view 3. Write stories using formal language in prose. 4. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. <p><u>Grammar, Usage, and Mechanics</u></p> <ol style="list-style-type: none"> 1. Simple and compound sentences 2. Clauses 3. Complex sentences 4. Adverb clauses 5. Verb agreement with collective nouns <p><u>Listening and Speaking</u></p> <ol style="list-style-type: none"> 1. Giving and receiving oral directions 2. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules). 	Teacher Observation and Monitoring of skills taught. Conferences Self-Evaluation Homework Written Quizzes Portfolios Writing Journal Cooperative Learning Activities Peer Evaluations Self Assessment Teacher/Student Made Rubrics		<p><u>Language</u> Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22</p> <p><u>Composition</u> Writing: 19.19 , 19.22, 19.23 Consideration of Audience and Purpose: 20.4 Revising: 21.6, 21.7 Conventions: 22.8 Organizing Ideas in Writing: 23.9, 23.10, 23.11 Research: 24.4 Evaluating Writing and Presentations: 25.4</p> <p><u>Language</u> Discussion: 1.4 Questioning, Listening, & Contributing: 2.4</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p>Genre: Nonfiction</p> <p><i>Text feature can be helpful in clarifying the meaning of the text.</i></p>	<p>Reading and Comprehension</p> <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction • Narrative Essay • Personal Essay • Persuasive Essay • Reflective Essay • Autobiography • Biography <p>What are some examples of text features found in nonfiction?</p> <p>How might text features help clarify the meaning of the text?</p> <p>What types of nonfiction writing include topics on other countries or cultures?</p> <p>How do I retell a news story or historical episode</p>	<p><u>Comprehension Skills and Strategies</u></p> <ol style="list-style-type: none"> 1. Identify and use knowledge of common textual features (<i>i.e., in addition to features listed for earlier grades, introduction, conclusion, transition words, concluding sentences</i>). 2. Identify and use knowledge of common graphic features to analyze nonfiction texts. 3. Identify common organizational structures (<i>i.e., logical order, comparison and contrast, cause and effect relationships</i>). 4. Recognize arguments for and against an issue. 5. Identify evidence in a text that supports an argument. 6. Distinguish between the concepts of theme in a literary work and author's purpose in an expository text. 	<p>Pretest</p> <p>Teacher Observation and Monitoring of skills taught.</p> <p>Class Participation and Discussion</p> <p>Teacher Made Quizzes</p> <p>Exit Cards</p> <p>Cooperative Learning Activities</p> <p>Self Assessment</p> <p>Chapter Test</p> <p>Unit Tests</p>	<p><u>TEXT for ALL UNITS</u></p> <p>Prentice Hall Literature Bronze Edition</p> <p>Timeless Voices, Timeless Themes, 7th edition</p>	<p><u>Language</u></p> <p>Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7</p> <p><u>Reading and Literature</u></p> <p>Understanding Text 8.26, 8.27, 8.28 Genre: 10.4 Theme: 11.4 Nonfiction: 13.18, 13.19, 13.20, 13.21, 13.22, 13.23</p>

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	and establish a point of view?				
	Word Work	<u>Vocabulary Skills and Expansion</u> 1. Latin Root: <i>-mort-</i> , <i>-pel-</i> 2. Latin Prefix: <i>inter-</i> , <i>-ob</i> 3. Clarify word meanings with context clues 4. Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Teacher Observation and Monitoring of skills taught. Vocabulary Quiz Homework	Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabuild.html	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22
	Writing and Language How can I improve my written expression and speech by editing for standard English conventions?	<u>Writing Workshop: Research</u> 1. Write a research report 2. Persuasive writing 3. Summary writing 4. Compare/Contrast essay 5. Write a biography/Oral History report 6. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. <u>Grammar, Usage, and Mechanics</u> 1. Infinitives and infinitive phrases 2. The four functions of sentences 3. Participles and participial phrases 4. Appositives and appositive phrases <u>Listening and Speaking</u>	Research Project Teacher Observation and Monitoring of skills taught. Conferences Self-Evaluation Homework Written Quizzes Portfolios Writing Journal		<u>Language</u> Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22 <u>Composition</u> Writing: 19.19 , 19.21, 19.22, 19.23 Consideration of Audience and Purpose: 20.4 Revising: 21.6, 21.7 Conventions: 22.8 Organizing Ideas in Writing: 23.9, 23.10,

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		1. Delivering a research presentation 2. Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader. 3. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules). 3. Use appropriate techniques for oral persuasion.	Cooperative Learning Activities Peer Evaluations Self Assessment Teacher/Student Created Rubrics		23.11 Research: 24.4 Evaluating Writing & Presentations: 25.4 <u>Language</u> Discussion: 1.4 Questioning, Listening, & Contributing: 2.4 Oral Pres: 3.10, 3.11, 3.12, 3.13
Genre: Drama <i>History can be reflected in Drama.</i>	Reading and Comprehension Genre <ul style="list-style-type: none"> • Drama • Teleplay How do I develop and apply appropriate criteria to evaluate the quality of the communication? How do I become a critic? What kind of costume do you think the character should wear? Why? How is a believable character created on stage?	<u>Comprehension Skills and Strategies</u> 1. Identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. 2. Identify and analyze elements of setting, plot, and characterization in plays that are read, viewed, written, and/or performed. <ul style="list-style-type: none"> • Setting (for example, place, historical period, time of day) • Plot (for example, exposition, conflict, rising action, falling action) • Characterization (for example, character motivations, actions, thoughts, development) 3. Identify and analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.	Pretest Teacher Observation and Monitoring of skills taught. Class Participation and Discussion Teacher Made Quizzes Exit Cards Cooperative Learning Activities Self Assessment Chapter/Unit Test	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Bronze Edition Timeless Voices, Timeless Themes, 7 th edition	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7 <u>Reading and Literature</u> Genre: 10.4 Dramatic Literature: 17.5, 17.6 Dramatic Reading and Performance 18.4

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<u>Vocabulary Skills and Expansion</u> 1. Clarify word meanings with Context Clues 2. Latin root: <i>-bene-</i> , <i>-aud-</i> 3. Latin word root: <i>-sist-</i> 4. Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Teacher Observation and Monitoring of skills taught. Vocabulary Quiz Homework	Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22
	Writing and Language How do I respond to what I have read? How does the voice work? How can we use our voice to convey dramatic intent? What makes a performance interesting to watch? How do I write a good theatrical	<u>Writing Workshop</u> 1. Able to write a critical response 2. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. <u>Grammar, Usage, and Mechanics</u> 1. Recognizes active voice 2. Identifies pronouns and antecedents <u>Listening and Speaking</u> 1. Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. 2. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).	Teacher Observation and Monitoring of skills taught. Conferences Self-Evaluation Homework Written Quizzes Portfolios Writing Journal Cooperative Learning Activities		<u>Language</u> Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22 <u>Composition</u> Writing: 19.19 , 19.22, 19.23 Consideration of Audience and Purpose: 20.4 Revising: 21.6, 21.7 Conventions: 22.8 Organizing Ideas in Writing: 23.9, 23.10, 23.11 Research: 24.4 Evaluating Writing and Presentations: 25.4

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	response/critique?	3. Integrate relevant information gathered from group discussions.	Peer Evaluations Self Assessment Teacher/Student Made Rubrics		Analysis of Media: 26.4 Language Discussion: 1.4 Questioning, Listening, & Contributing: 2.4
Genre: Poetry <i>Authors use elements of Poetry to enhance the meaning of their work.</i>	Reading and Comprehension Genre <ul style="list-style-type: none"> • Narrative Poetry • Lyrical Poetry What is poetry? What are the elements of poetry? What word-pictures does the author pack into the poetic lines? How can the knowledge of figurative language facilitate the understanding of poetry? How does poetry reflect culture?	<u>Comprehension Skills and Strategies</u> 1. Identify and analyze the characteristics of various genres (<i>i.e., poetry, fiction, nonfiction, short story, dramatic literature</i>) as forms chosen by an author to accomplish different purposes. 2. Identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding. 3. Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover the meaning in poetry. <ul style="list-style-type: none"> • Form (haiku, epic, sonnet) • Sound (alliteration, onomatopoeia, rhyme schemes) • Figurative language (personification, metaphor, simile, hyperbole) • Graphics (capital letters, line length, word position) 4. Identify and analyze imagery and figurative language. 5. Identify how an author’s use of words creates tone and mood.	Pretest Teacher Observation and Monitoring of skills taught. Class Participation and Discussion Teacher Made Quizzes Exit Cards Cooperative Learning Activities Self Assessment Chapter Test Unit Tests	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Bronze Edition Timeless Voices, Timeless Themes, 7 th edition	Language Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7 <u>Reading and Literature</u> Genre: 10.4 Theme: 11.4 Poetry: 14.4 Style & Language: 15.5, 15.6

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<u>Vocabulary Skills and Expansion</u> 1. Clarify word meanings with context clues 2. Latin Root: <i>-rad-; -found-</i> 3. Suffix: <i>-less</i> 4. Using words based on onomatopoeia 5. Latin Prefix: <i>dis-</i> 6. Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Teacher Observation and Monitoring of skills taught. Vocabulary Quiz Homework	Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22
	Writing and Language How does poetry compare to other writing? What can you learn about yourself through writing, reading, and discussing poetry?	<u>Writing Workshop: Exposition</u> 1. Compare and contrast essay 2. Poetry Writing 3. Analyze and respond to poetry 4. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. <u>Grammar, Usage, and Mechanics</u> 1. Understands the degrees of comparison of modifiers 2. Placement of <i>only</i> 3. Interjections 4. Uses semicolons appropriately <u>Listening and Speaking</u> 1. Presenting Pros and Cons 2. Know and apply rules for formal discussions (classroom, parliamentary debate,	Teacher Observation and Monitoring of skills taught. Student/Teacher Conferences Self-Evaluation Homework Written Quizzes Portfolios Writing Journal Cooperative	Compare/Contrast Essay Poetry Writing Samples	<u>Language</u> Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22 <u>Composition</u> Writing: 19.20, 19.22, 19.23 Consideration of Audience and Purpose: 20.4 Revising: 21.6, 21.7 Conventions: 22.8 Organizing Ideas in Writing: 23.9, 23.10, 23.11 Research: 24.4 Evaluating Writing and

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		town meeting rules). 3. Integrate relevant information gathered from group discussions.	Learning Activities Peer Evaluations Self Assessment Teacher/Student Made Rubrics		Presentations: 25.4 Language Discussion: 1.4 Questioning, Listening, & Contributing: 2.4
Genre: Legends, Folk Tales, and Myths <i>Values and beliefs change over time.</i>	Reading and Comprehension Genre <ul style="list-style-type: none"> • Legends • Folktales • Fables • Greek Myths What details suggest that the legend is based on history? How do individuals develop values and beliefs? What factors shape our values and beliefs?	<u>Comprehension Skills and Strategies</u> 1. Identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding. 2. Identify conventions in epic tales (<i>i.e., the extended simile, the hero's tasks, special weapons, clothing, helpers</i>). 3. Identify and analyze similarities and differences in mythologies from different cultures (<i>i.e., ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>).	Pretest Teacher Observation and Monitoring of skills taught. Class Participation and Discussion Teacher Made Quizzes Exit Cards Cooperative Learning Activities Self Assessment Chapter Test/ Unit Tests	<u>TEXT for ALL UNITS</u> Prentice Hall Literature Bronze Edition Timeless Voices, Timeless Themes, 7 th edition <u>Folk Literature</u> – includes myths, folk tales, and legends – is shaped by a group or culture over many years before being written down. It expresses the hopes and values of the culture that creates it.	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22 Formal & Informal English: 6.7 <u>Reading and Literature</u> Myth, Traditional Narrative, and Classical Literature: 16.9, 16.10

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	Word Work	<u>Vocabulary Skills and Expansion</u> 1. Clarify word meanings with context clues 2. Anglo-Saxon prefix: <i>be-</i> 3. Latin prefix: <i>sur-</i> 4. Latin word root: <i>-domin-</i> 5. Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Teacher Observation and Monitoring of skills taught. Vocabulary Quiz Homework	Dictionary of Greek and Latin Roots: http://english.glendale.ca.us/roots.dict.html Greek and Latin Roots: http://www.kent.wednet.edu/KSD/MA/resources/greek_and_latin_roots/transition.html Vocabulary Building: Greek and Latin Roots: http://www.ccps.org/ccps/pvms/Challenge/Vocabbuild.html	<u>Language</u> Vocabulary & Concept Development: 4.20, 2.21, 4.22
	Writing and Language How can I develop a product or presentation using at least three resources?	<u>Writing Workshop: Research</u> 1. Multimedia report Create media presentations and written reports on the same subject and compare the differences in effects of each medium. 2. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects. 3. Essay Writing: for the MCAS 4. Use knowledge of types of sentences, correct usage, sentence structure, and standard English spelling when writing and editing. 5. Integrate the use of organizing techniques that break up strict chronological order in a story. 6. Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	Teacher Observation and Monitoring of skills taught. Conferences Self-Evaluation Homework Written Quizzes Portfolios Writing Journal Cooperative Learning Activities	MCAS Essay Writing Multimedia Report Compose a Myth in Social Studies	<u>Language</u> Structure & Origins of Modern English: 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22 <u>Composition</u> Writing: 19.19, 19.22, 19.23 Consideration of Audience and Purpose: 20.4 Revising: 21.6, 21.7 Conventions: 22.8 Organizing Ideas in Writing: 23.9, 23.10, 23.11 Research: 24.4 Evaluating Writing and

Unit/Theme (approximately 6-8 weeks/unit)	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>7. Organize ideas for writing comparison-and-contrast essays.</p> <p>8. As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p> <p><u>Grammar, Usage, and Mechanics</u></p> <p>1. Understands the use of parentheses and brackets</p> <p>2. Uses quotation marks appropriately</p> <p><u>Listening and Speaking</u></p> <p>1. Evaluate a media presentation Use criteria to assess the effectiveness of media presentations.</p> <p>2. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules).</p> <p>3. Integrate relevant information gathered from group discussions and interviews for report</p>	<p>Peer Evaluations</p> <p>Self Assessment</p> <p>MCAS/Teacher/ Student Made Rubrics</p>		<p>Presentations: 25.4 Media Production: 27.4, 27.5</p> <p><u>Language</u> Discussion: 1.4 Questioning, Listening, & Contributing: 2.4</p>

