

MSAD#56

English Language Arts

K-12

Curriculum

(not Board approved)

***MSAD#56 Literacy Curriculum Committee
2005-2008***

This curriculum was based on the work of the MSAD#56 District Literacy Curriculum Committee who spent three years researching, reading, reviewing, identifying grade level expectations, revising, reading, attending conferences, discussing, and revising more. What is presented below is the Literacy Curriculum for all students K-12 in speaking, listening, reading, and writing. Literacy is the bases for all other content areas and at the same time is interwoven throughout all the other content areas.

The committee members who preserved through the time needed on its development were:

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KINDERGARTEN ORAL LANGUAGE

Essential Question:

- **How can oral language experiences affect phonics and phonological awareness?**

Content:

- Choral speaking
- Echo reading
- Rhymes
- Retelling
- Phonemic Awareness

Skills & Processes:

- Listen to a variety of literary forms, including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts found in fiction and nonfiction print materials and trade books.
- Participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains.
- Use drama to retell familiar stories, rhymes, and poems.
- Discriminate between large phonological units of running speech, sentences, words, and syllables.
- Demonstrate the concept of word by dividing spoken sentences into individual words.
- Identify words that rhyme.
- Generate rhyming words based on a given rhyming pattern.
- Supply an appropriate rhyming word to complete a familiar nursery rhyme or a predictable text with rhyming lines.

Assessments:

KINDERGARTEN ORAL LANGUAGE

Essential Question:

- How can oral language experiences increase vocabulary?

Content:

- Word choice MLR E_{2a} (Pre K-2)
- Generation of how and why questions across content area MLR E_{1a} (Pre K-2)

Skills & Processes:

- Understand and use number words in conversations, during group activities, and during teacher-directed instruction.
- Use words to describe or name people, places, feelings, and things during group activities and during teacher-directed instruction.
- Use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction.
- Use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities.
- Use words such as *before*, *after*, and *next* to sequence events.
- Use words such as *over*, *under*, *between*, and *beside* to describe location.
- Repeat and follow one-step oral directions.
- Understand the meaning to a **How** and a **Why** question.
- Ask how and why questions to gain information.
- Begin to use pictures and other visuals to answer questions.

Assessments:

KINDERGARTEN ORAL LANGUAGE

Essential Question:

- How can oral communication skills be built through informal connections with peers and adults?

Content:

- Conversation is a two-way interaction
- Setting influences rules for communication MLR E_{1b} (Pre K-2)

Skills & Processes:

- Listen attentively to others in a variety of formal and informal settings involving peers and adults.
- Begins to allow others to speak without unnecessary interruptions.
- Clearly state a thought related to the book or topic being discussed.
- Wait for their turn to speak.
- Speak in complete, simple sentences.
- Stay on topic.
- Use voice level, phrasing, and intonation appropriate for the language situation.
- Match language to the purpose, situation, environment, and audience.
- Initiate conversations with peers and teachers in a variety of school settings.

Assessments:

KINDERGARTEN ORAL LANGUAGE

Essential Question:

- How can manipulative sounds in words increase one's understanding of spoken language?

Content:

Saxon Phonics

Print Awareness:

- Concepts About Print
- Capitalization
- Punctuation

Phonemic Awareness

Decoding:

- Consonants
 - alphabetic recognition
 - initial consonants
 - medial and final consonants
 - twin consonants
 - consonant blends
 - sounds of s
 - consonant digraphs

Vowels:

- Short Vowels
- Long Vowels
- Silent Vowels
- Vowel Rules
- Vowel Digraphs

R-Controlled Vowels and Other Combinations

Word Structure:

- Recognizing Nondecodable (Sight) Words
- Blending CVC and Other Words
- Syllabication
- Possessives

Fluency

Spelling

- Letter/Sound Correspondences

- Consonants
- Short Vowels
- Long Vowels
- Nondecodable (Sight) Words
- Initial and final /k/ Spellings
- CVC Words
- Consonant Digraphs
- R-Controlled Vowels and Other Combinations

Support for Comprehension

Handwriting/Penmanship:

- Prehandwriting (Motor) Skills
- Capital and Lower case Letters (manuscript)
- Nondecodable, High-Frequency Words (manuscript)

Oral Communication/Listening/Speaking

Skills & Processing:

- Identify a word that rhymes with a spoken word.
- Supply a word that rhymes with a spoken word.
- Break down a sentence into individual words.
- Break down a word into individual syllables by clapping.
- Recognize that a word breaks down into individual phonemes
- Recognize how phonemes sound when spoken in isolation;
- Recognize similarities and differences in beginning and ending sounds (phonemes) of words.
- Determine the order of speech sounds (phonemes) in a given word by answering the following questions: (a) What is the beginning sound you hear? (b) What is the ending sound you hear?
- Supply a word that has the same beginning or ending sound (phoneme) as a spoken word.
- Identify pictures of objects whose names share the same beginning or ending sound (phoneme).
- Sort pictures of objects whose names share the same beginning or ending sound (phoneme)
- Blend three given phonemes to make words (For example, the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word *cat*.)
- Produce rhyming words and recognize pairs of rhyming words presented orally.
- Substitute the beginning consonant to make a new word.
- Segment one-syllable words into sounds (phonemes).
- Segment multisyllabic words into syllable.

Assessments:

- Saxon Phonics Assessments - weekly

KINDERGARTEN READING

Essential Question:

- How can understanding pattern in print material communicate a message?

Content:

- Book handling
- Directionality of print
- Correspondence of the spoken word to the written word

Skills & Processes:

- Hold printed material the correct way.
- Identify the front and back covers of a book.
- Distinguish the title page from all the other pages in a book.
- Turn pages appropriately.
- Distinguish print from pictures.
- Follow text with a finger, pointing to each word as it is read from left to right and top to bottom.
- Locate words, letters, spaces, and lines of text.
- Match voice with print in syllables, words, and phrases.
- Locate periods, question marks, and exclamation points.

Assessments:

- Observation Survey – Fall and Spring

KINDERGARTEN READING

Essential Question:

- How can understanding print communicate a message?

Content:

- Printed materials provide information MLR A_{2b,c} A_{3a,b} (Pre K-2)

Skills & Processes:

- Apply knowledge that print conveys a message.
- Recognize and identify common signs, logos, and labels.
- Recognize and identify their own first and last names and the first names of classmates.
- Read and explain their own drawings and writings.
- Explain that printed text provides information.
- Retell information gathered from looking at a picture or from listening to a text read to them.
- Locate sight/high-frequency words and phrases in familiar text.
- Recognize sight/high-frequency words.
- Oral Reading Fluency:
 - reads in short phrases;
 - self-corrects 2 or more miscues or only makes 1 uncorrected miscue;
 - uses 1 or 2 cues to problem-solve unknown words; and
 - accuracy of 94-96%.

Assessments:

- Observation Survey – Fall and Spring
- DRA – Spring
- Ceiling – Level 16 must be scoring at independent level in all areas on DRA rubric.

Texts to be Used:

DRA

Level A:
Level 1:
Level 2:
Level 3:

Fall

Can you sing?
Things That Go!
I Can See?
Look At ME

Spring

Can you sing?
What is red?
Bath Time
The “I Like” Game

Level 4:	Where Is My Hat?	Get Your Umbrella
Level 6:	Time to Play	Why Are We Stopping?
Level 8:	Duke	The Lost Book
Level 10:	Grandma's Surprise	Shoe Boxes
Level 12:	Robert's New Friend	Allie's Wish
Level 14:	A New School	The Wagon
Level 16:	Fall - Fiction – Monkey's Stepping Stones	
	Spring – Non-fiction – Animals Homes	

KINDERGARTEN READING

Essential Question:

- How does the relationship of letters and sounds work together to create written language?

Content:

- Uppercase and lowercase letters in isolation in sequential order and in random order
- Phonetic skills MLR A_{1c} (Pre K-2)
- Decoding and encoding words MLR A_{1b} (Pre K-2)

Skills & Processes:

- Name rapidly and with ease uppercase and lowercase letters in sequence and most in random order.
- Match uppercase and lowercase letter pairs.
- Recognize and say the usual sounds of all letters.
- Isolate initial consonants in single-syllable words (For example, /t/ is the first sound in *top*.)
- Identify the initial sounds (/c/) and middle/ending sounds (-at) and begin to separate the sounds fully (/c/-/a/-/t/) by saying each sound aloud.
- Blend initial sounds (/c/) and middle/ending sounds (-at) to form words (*cat*).
- Substitute other initial sounds (/b/ for /c/) to form different words (*bat*).

Assessments:

- Observation Survey – Fall and Spring
- Saxon Phonics - Weekly

KINDERGARTEN READING

Essential Question:

- How do authors and illustrators work together to create meaning in a book?

Content:

- Elements of a story (characters, setting, events) MLR A_{2a} (Pre K-2)
- Nonfiction print materials and trade books MLR A_{3b} (Pre K-2)
- Comprehension and techniques MLR A_{1e}, A_{2c}, A_{3a} (Pre K-2)
- Author's job
- Illustrator's job

Skills & Processes:

- Make predictions based on illustrations or portions of a text
- Link knowledge from their own experiences to make sense of and talk about a text.
- Give evidence that they understand the meaning of what is being read aloud, including the who, what, when, where, why, and how.
- Retell a story in their own words or re-enact it, arranging the events in the correct sequence (beginning, middle, and end).
- Use vocabulary from a story in discussions and retellings.
- Use descriptive language to talk about characters, settings, and events of a story.
- Respond to simple questions about the content of a book.
- Produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud.
- Identify the roles of an **author** and an **illustrator**.
- Name the **topic** of a nonfiction selection.
- Preview using identification and connecting at least 3 key events without prompting using some relevant vocabulary.
- Retell sequence of events including most of the important events from the beginning, middle, and end, generally in sequence.
- Retell characters and details referring to most characters by name and including some important details.
- Retell vocabulary using language and vocabulary from the text; including basic understanding of most key words and concepts.
- Retell using teacher support retelling with 1 or 2 questions or prompts.
- Reflect giving a specific story event and or action and a relevant reason for response (e.g., personal connection).
- Respond and make connections by making a literal connection that reflects a basic understanding of the story.

Assessments:

- DRA – Spring

KINDERGARTEN WRITING

Essential Question:

- How do you write letters and numbers so they can easily be read?

Content:

- Uppercase and lower case letters MLR B_{1d} (Pre K-2)
- Numbers [Connection to Everyday Mathematics]

Skills & Processes:

- Use standard letter formation.
- Use standard number formation.
- Use appropriate pencil grip.

Assessments:

KINDERGARTEN WRITING

Essential Question:

- How does one's written name provide identification?

Content:

- Student's first and last name
- Identifiable letters in students' names
- Spacing between words and letters
- Appropriate capitalization MLR D_{2b} (Pre K-2)

Skills & Processes:

- Recognize their first and last names.
- Form the letters of and space their first and last names.
- Know that the first letter of their first name and the first letter of their last name are always capital letters.
- Write their first and last names for a variety of purposes.

Assessments:

KINDERGARTEN WRITING

Essential Learning:

- In what ways does writing serve a variety of purposes?

Content:

- Writing
- Sharing events and telling stories (narrative writing) MLR B_{2a} (Pre K-2)
- Informing others MLR B_{3b} (Pre K-2)
- Labeling and making lists (functional writing) MLR B_{3b}, (Pre K-2), B_{5b} (Pre K-2)
- Responding to content areas MLR C_{1d} (Pre K-2)

Skills & Processes:

- Write left to right and top to bottom.
- Uses pictures and print to convey meaning.
- Writes words to describe or support pictures.
- Copies signs, labels, names, and words (environmental print).
- Demonstrates understanding of letter/sound relationship.
- Prints with upper case letters.
- Matches letters to sounds.
- Uses beginning and ending consonants to make words.
- Pretends to read own writing.
- Sees self as writer.
- Takes risks with writing.

Assessments:

KINDERGARTEN WRITING

Essential Question:

- How can use of technology improve communication skills?

Content:

- Demonstrate optimal posture at the computer work station.
- Use both hands on keyboard.
- Familiarity with alphabet and number keys.

Skills & Processes:

- Appropriate handling of laptops.
- Word Processing Skills:
 - open, view, print, and close documents;
 - click mouse/track pad to place cursor;
 - letter and number recognition;
 - locate and use these function keys: shift to make capital letters, space bar, enter/return, and backspace/delete; and
 - type simple sentences with a capital letter at the beginning of sentence, period at the end of sentence, and one space between the words.

Assessments:

- Observational checklist of skills.
- Evaluation of writing.

GRADE 1 ORAL LANGUAGE

Essential Question:

- How can language be used to tell a story, express ideas, and share information?

Content:

- Retelling Strategies

Skills & Processes:

- Tell and retell stories and events in logical order by: MLR E_{2d} (Pre K-2)
 - retelling stories orally and through informal drama;
 - dictating retelling of stories;
 - creating their own stories, poems, plays, and songs; and
 - indicating first, next, and last events in a story.
- Sharing facts and information.

Assessments:

GRADE 1

ORAL LANGUAGE

Essential Question:

- How does specific word choice make communication clearer?

Content:

- Oral descriptive vocabulary
- Clarification and explanations of unfamiliar words MLR E_{1a}, E_{2a} (Pre K-2)

Skills & Processes:

- Learn and use new words encountered in discussion and in books that are read aloud.
- Orally describe actions, people, places, things, and ideas.
- Use words of time and position, including *first*, *second*, *next*, *on*, *under*, *beside*, and *over*, to give directions orally.
- Use action words (verbs), including *mark*, *circle*, *color*, and *draw*, to give directions orally
- Ask for meanings and clarification of unfamiliar words and ideas.
- Use singular and plural nouns appropriately.
- Use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*.
- Simple two-step directions.

Assessments:

GRADE 1

ORAL LANGUAGE

Essential Question:

- How's oral language used to respond appropriately in group situations to both peers and adults?

Content:

- Understanding setting influences the rules for communication MLR E_{1b}, E_{2b,c}
(Pre K-2)
- Asking and answer relevant questions about a specific topic MLR E_{1a}, E_{2a}, E_{2d}
(Pre K-2)

Skills & Processes:

- Initiate conversation in a variety of school settings.
- Sustain two-person conversation.
- Stay on topic.
- Use voice level and intonation appropriate for the setting.
- Follow rules for conversation, including listening and taking turns.
- Ask and respond to relevant questions in group settings

Assessments:

GRADE 1

ORAL LANGUAGE

Essential Question:

- How can manipulating sounds in words increase one's understanding of spoken language?

Content:

Saxon Phonics:

Print Awareness:

- Concepts About Print
- Capitalization
- Punctuation

Phonemic Awareness

Decoding:

- Consonants
 - alphabetic recognition
 - initial consonants
 - medial and final consonants
 - twin consonants
 - consonant blends
 - sounds of s
 - consonant digraphs
 - consonant trigraphs
 - sounds of hard and soft *c* and *g*
 - silent consonants

Vowels:

- Short Vowels
- Long Vowels
- Silent Vowels
- Vowel Rules
- Vowel Digraphs
- *Y* as a Vowel
- Schwa
- Vowel Trigraph *igh*
- /o/ Sound of *a* (as in *watch* or *ball*)

R-Controlled Vowels and Other Combinations

Diphthongs

Word Structure:

- Recognizing Non-decodable (Sight) Words
- Blending CVC and Other Words
- Syllabication
- Possessives
- Contractions
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Root Words
- Prefixes
- Suffixes
- Words with More than One Affix
- Plurals
- Inflectional Endings
- “Wild Colt Words” (words with /i/ and /o/ followed by two consonants, as in *find* or *cold*)
- Words with More than One Vowel Pattern

Fluency

Spelling

- Letter/Sound Correspondences
- Consonants
- Short Vowels
- Long Vowels
- Nondecodable (Sight) Words
- Initial and final /k/ Spellings
- CVC Words
- Consonant Digraphs
- R-Controlled Vowels and Other Combinations
- Initial and Final /j/ spellings
- Final /ch/ Spellings
- Final /v/ Spelling
- Diphthongs
- Irregular Spellings
- Inflectional Endings
- Plurals
- Floss Rule (final /f/, /l/, and /s/ after short vowels)
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Prefixes
- Suffixes
- Adding Consonant Suffices
- Doubling Final Consonants Before Adding Vowel Suffixes
- Dropping Silent *e* Before Adding Vowel Suffixes

Support for Comprehension

Support for Vocabulary Development

- Dictionary Skills

Handwriting/Penmanship:

- Prehandwriting (Motor) Skills
- Capital and Lower case Letters (manuscript)
- Nondecodable, High-Frequency Words (manuscript)

Oral Communication/Listening/Speaking

Skills & Processes:

- Isolate and manipulate phonemes.
- Count phonemes in words with a maximum of three syllables.
- Identify the onset and rime of words.
- Generate words that rhyme with a teacher-given word.
- Segment words by saying each sound.
- Blend separately spoken phonemes to make word parts and words with one to three syllables.
- Add, delete, or change phonemes orally to change syllables or words.
- Identify whether the middle vowel sound is the same or different in a set of one-syllable words.

Assessments:

- Saxon Phonics Assessments

GRADE 1 READING

Essential Question:

- How is print organized and read?

Content:

- Knowledge of directionality of text
- Match the spoken word to the print
- Sight words

Skills & Processes:

- Identify letters, words, and sentences.
- Differentiate between letters and words by:
 - tracking print from left to right and top to bottom;
 - following print from one line to the next line (return sweep);
 - matching spoken words to print;
 - recognizing spaces between words in sentences;
 - locating capital letters in sentences;
 - locating periods, question marks, and exclamation points, commas, speech bubbles, and quotation marks; and
 - recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
- Demonstrate concepts of print and spoken word by:
 - tracking print from left to right and top to bottom;
 - following print from one line to the next line (return sweep); and
 - matching spoken words to print.

Assessments:

- Observation Survey – Fall and Spring

GRADE 1 READING

Essential Question:

- How does one apply phonetic principles to reading and spelling?

Content:

- Sounds of letters applied to read or spell words MLR A_{1b}, A_{1c}, D_{2d,e} (Pre K-2)

Skills & Processes:

- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by:
 - recognizing beginning and ending consonant sounds;
 - separating the sounds in a word;
 - blending separately spoken phonemes to make a word; and
 - spelling words.
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.
- Apply knowledge of word patterns to decode unfamiliar words by:
 - recognizing word patterns, such as CVD; and
 - using onsets and rimes to create, read, and spell new words that include blends, such as the *l* and *r* blends, and digraphs, including *ch*, *sh*, *th*, and *wh*.
- Use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words.
- Use the vowel pattern CVVC to decode and spell some single-syllable words.
- Recognize and use simple compound words.
- Read common sight words.

Assessments:

- DRA – Fall and Spring

GRADE 1 READING

Essential Question:

- What are the strategies we use to read?

Content:

- Meaning clues: titles, pictures
- Language structure
- Process of reading (i.e. monitor, reread, and self-correct.) MLR A_{1e} (Pre K-2)

Skills & Processes:

- Use prior knowledge to interpret pictures.
- Use titles and pictures to make predictions about text. MLR A_{1e} (Pre K-2)
- Use pictures to confirm vocabulary choice.
- Use knowledge of the story or topic to make predictions about vocabulary and text.
- Notice when words or sentences do not make sense in context.
- Recognize complete sentences when reading.
- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading. MLR A_{1d} (Pre K-2)
- Use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their read. MLR A_{1d} (Pre K-2)
- Reread to confirm vocabulary choice.
- Reread and self-correct when text does not make sense.
- Oral Reading Fluency:
 - reads with expression;
 - reads with longer word phrases; heeds most punctuation;
 - reads 40-70 WPM; and
 - accuracy of 95-98%.

Assessments:

- DRA – Oral Reading Fluency

GRADE 1 READING

Essential Question:

- How do rhythm and expression help convey meaning?

Content:

- Fluency MLR A_{1d} (Pre K-2)
- The process of reading
- Variety of Genres (i.e. stories, poems) MLR A_{2d,e} (Pre K-2)

Skills & Processes:

- Engage in reading-aloud activities voluntarily.
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud.
- Use expression and intonation to convey meaning when reading aloud.
- Practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.
- Reread and self-correct when text does not sound right.

Assessments:

GRADE 1 READING

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Selection preview
- Purpose for reading
- Background knowledge MLR A_{1e} (Pre K-2)
- Predictions MLR A_{1e} (Pre K-2)
- Asking and answering who, what, when, where, why, and how questions about what is read MLR A_{2c}, A_{3a} (Pre K-2)
- Characters, setting, and important events MLR A_{2a} (Pre K-2)
- Retelling stories and events using beginning, middle, and end MLR A_{2b}, A_{3b} (Pre K-2)
- Topic or main idea MLR A_{1a}, A_{3b} (Pre K-2)

Skills & Processes:

- Preview reading material by looking at the book's cover and illustrations and by reading titles and headings.
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection.
- Draw on prior knowledge to make predictions before and during reading.
- Make and confirm predictions based on illustrations or portions of the text.
- Use knowledge from their own experience to make sense of and talk about a text.
- Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.
- Identify the topic or main idea of a short fiction or nonfiction selection.
- Identify characters, setting, and important events.
- Answer simple who, what, when, where, why, and how questions about a selection.
- Create artwork or a written response that shows comprehension of a selection.
- Extend the story orally or with drawings.
- Retell stories and events, using beginning, middle, and end.
- Fiction:
 - preview using identification and connection of at least 3 key events without prompting; and using some relevant vocabulary;
 - retell using sequence of events including most of the important events from the beginning, middle, and ending, generally in sequence;

- retell using characters and details referring to most characters by name and includes some important details;
- retell using vocabulary including using language and vocabulary from the text; basic understanding of most key words and concepts;
- retell using teacher support including giving a specific story event and action and a relevant reason for response (e.g., personal connection); and
- make connections using a literal connection that reflects a basic understanding of the story.
- Informational Text:
 - preview using identification and connection of at least 3 key ideas (e.g., *and, then, too*) without prompting; using some relevant vocabulary;
 - retell key ideas and facts including most key ideas/facts, generally in a logical order;
 - retell details including some important details;
 - retell vocabulary using language and vocabulary from the text; basic understanding of most key words and concepts;
 - retell with teacher support by retelling with 1 or 2 questions or prompts;
 - use nonfiction text features by locating and using information in the text to accurately respond to both prompts; and
 - make connections using a literal connection that reflects a basic understanding of the text.

Assessments:

- DRA – Fall and Spring
- Ceiling Level 28 – Must be scoring at independent level in all areas on DRA rubric.

Text to be Used:

<u>DRA</u>	<u>Fall</u>	<u>Spring</u>
Level A:	Can you sing?	Can you sing?
Level 1:	Things that Go?	What is Red?
Level 2:	I Can See	Bath Time
Level 3:	Look At Me	The “I Like” Game
Level 4:	Where Is My Hat?	Get Your Umbrella
Level 6:	Time To Play	Why Are We Stopping?
Level 8:	Duke	The Lost Book
Level 10:	Grandma’s Surprise	Shoe Boxes
Level 12:	Robert’s New Friend	Allie’s Wish
Level 14:	A New School	The Wagon
Level 16:	Fall – Fiction – <u>Monkey’s Stepping Stones</u>	
	Spring – Non-fiction <u>Animal Homes</u>	
Level 18:	Game Day	A Giant in the Forest
Level 20:	Turtle’s Big Race	Green Freddie

Level 24: Thin as a Stick The Wonderful Day
Level 28: Fall – Fiction – Missing Sneakers
Spring – Non-fiction – Animals Can Help

GRADE 1 READING

Essential Question:

- How do reference materials help us find information?

Content:

- Alphabetical order MLR C_{1a}, C_{1c} (Pre K-2)

Skills & Processes:

- Use simple reference materials.
- Alphabetize a list of five to eight words according to first letter.

Assessments:

GRADE 1 WRITING

Essential Question:

- How do you write letters, words, and numbers that can easily be read?

Content:

- Writing of letters and numbers [Everyday Mathematics]
- Role of proper spacing MLR B_{1d} (Pre K-2)

Skills & Processes:

- Use appropriate pencil grip.
- Use standard letter formation.
- Use standard number formation.
- Space words in sentences.
- Space sentences in writing.

Assessments:

GRADE 1 WRITING

Essential Question:

- How do you write to communicate ideas?

Content:

- Process for communicating their ideas MLR B_{1a}, B_{2a}, B_{3a}, B_{4a} (Pre K-2)
- Graphic Organizers MLR B_{5b}, C_{1d} (Pre K-2)

Skills & Processes:

- Use previous experiences to generate ideas.
- Use prewriting strategies, such as brainstorming, webbing, clustering, semantic mapping, and to organize ideas.
- Charting activities to organize information.
- Write a sentence that focuses on one topic.
- Write simple, complete sentences. MLR D_{1b} (Pre K-2)
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events.
- Spell sight words and phonetically regular words correctly in final copies.
- Sound out words in order to spell them phonetically.
- Use print resources in the classroom in order to spell words.
- Use correct end punctuation (period, question mark, and exclamation mark). MLR D_{2c} (Pre K-2)
- Begin each sentence with a capital letter.
- Use familiar writing forms, including lists, letters, stories, reports, messages, and poems. MLR B_{5a} (Pre K-2)
- Publishes work in a variety of ways.
- Share their writing with others.
- Writes 3 sentences about a topic.
- Writes names and familiar words.
- Generates own ideas for writing.
- Writes from top to bottom, left to right, and front to back.
- Inter mixes upper and lower case letters.
- Use capitals at beginning of sentence and in proper names.
- Use spacing between words.
- Uses sound segments (e.g., phonemes, syllables, rhymes) to write words.
- Spells words on the basis of sounds with regard for conventional spelling patterns.
- Uses beginning, middle, and ending sounds to make words.
- Read own writing.

Assessments:

GRADE 2 ORAL LANGUAGE

Essential Question:

- What is the structure of oral language?

Content:

- Structure of language MLR E_{2d} (Pre K-2)
- Dramatization MLR E_{2c} (Pre K-2)

Skills & Processes:

- Use the story structure of beginning, middle, and end to tell a story of an experience.
- Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood.
- Add appropriate elaboration and detail while recounting or describing an event.
- Dramatize familiar stories.
- Use present, past, and future tenses appropriately.
- Use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations.
- Provide a referent for pronouns.
- Demonstrate subject-verb agreement.

Activity:

- Participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.

Assessments:

GRADE 2 ORAL LANGUAGE

Essential Question:

- How does listening and speaking vocabularies help explain and clarify ideas?

Content:

- Synonyms and antonyms
- Clarification and explanation of words and ideas

Skills & Processes:

- Understand that specific vocabulary helps explain and clarify ideas.
- Listen to and discuss fiction and nonfiction trade books and other print materials.
- Use specific vocabulary from content study to express interests and knowledge.
- Use appropriate descriptive language to express ideas, opinions, and feelings.
- Use language to categorize objects, people, places, or events.
- Explain the meanings of words within the context of how they are used.
- Ask questions to clarify or gain further information. MLR E_{1a} (Pre K-2)
- Recognize when two or more different words are being used orally to mean contrasting or opposite things.
- Recognize when different words are being used orally to mean the same or similar things.
- Use synonyms and antonyms in oral communication.

Assessments:

GRADE 2 ORAL LANGUAGE

Essential Question:

- How can oral communication be used for a variety of purposes?

Content:

- Oral language for different purposes (i.e. to inform, to negotiate, to entertain)

Skills & Processes:

- Use proper pitch and volume. MLR E_{2c} (Pre K-2)
- Speak clearly and distinctly.
- Share and retell an experience or story in a logical order. MLR E_{2d} (Pre K-2)
- Select vocabulary and nonverbal expressions appropriate to purpose and audience.
- Express ideas clearly and in an organized manner.
- Share with an audience stories or information relevant to a topic.
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting. MLR E_{2a} (Pre K-2)
- Confer with small-group members about how to present information to the class.
- Carry out a specific group role, such as leader, recorder, materials manager, or reporter.

Activities:

- Participate in group activities by sharing stories or information.

Assessments:

GRADE 2 READING

Essential Question:

- How are phonetic strategies used when reading and spelling?

Content:

Saxon Phonics:

Print Awareness:

- Concepts About Print
- Capitalization
- Punctuation

Decoding:

- Consonants
 - alphabetic recognition
 - initial consonants
 - medial and final consonants
 - twin consonants
 - consonant blends
 - sounds of s
 - consonant digraphs
 - consonant trigraphs
 - sounds of hard and soft *c* and *g*
 - silent consonants

Vowels:

- Short Vowels
- Long Vowels
- Silent Vowels
- Vowel Rules
- Vowel Digraphs
- *Y* as a Vowel
- Schwa
- Vowel Trigraph *igh*
- /o/ Sound of *a* (as in *watch* or *ball*)
- Vowel Quadrigraph *eigh*
- Scribal *o* (/u/ sound of *o*, as in *son*)

R-Controlled Vowels and Other Combinations

Diphthongs

Word Structure:

- Recognizing Non-decodable (Sight) Words
- Blending CVC and Other Words
- Syllabication
- Possessives
- Contractions
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Root Words
- Prefixes
- Suffixes
- Words with More than One Affix
- Plurals
- Inflectional Endings
- “Wild Colt Words” (words with /i/ and /o/ followed by two consonants, as in *find* or *cold*)
- Words with More than One Vowel Pattern
- Words Combining Different Vowel Patterns
- French Endings

Fluency

Spelling

- Letter/Sound Correspondences
- Consonants
- Short Vowels
- Long Vowels
- Nondecodable (Sight) Words
- Initial and final /k/ Spellings
- CVC Words
- Consonant Digraphs
- R-Controlled Vowels and Other Combinations
- Initial and Final /j/ spellings
- Final /ch/ Spellings
- Final /v/ Spelling
- Diphtongs
- Irregular Spellings
- Inflectional Endings
- Plurals
- Floss Rule (final /f/, /l/, and /s/ after short vowels)
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Prefixes
- Suffixes
- Adding Consonant Suffices
- Doubling Final Consonants Before Adding Vowel Suffixes
- Dropping Silen *e* Before Adding Vowel Suffixes

Support for Comprehension

Support for Vocabulary Development

- Dictionary Skills
- History of the English Language

Handwriting/Penmanship:

- Capital and Lower case Letters (manuscript)
- Capital and Lower case Letters (cursive)
- Non-decodable, High-Frequency Words (manuscript)
- Non-decodable, High-Frequency Words (cursive)

Oral Communication/Listening/Speaking

Skills & Processes:

- Apply knowledge of consonants and consonant blends to decode and spell words.
- Apply knowledge of consonant digraphs (*sh, wh, ch, th*) to decode and spell words.
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words.
- Apply knowledge of r-controlled vowel patterns to decode and spell words.
- Read regularly spelled one- and two-syllable words automatically.
- Decode regular multi-syllabic words.
- Use phonetic strategies to self-correct reading when meaning breaks down.

Assessments:

- Saxon Phonics Assessments - Weekly

GRADE 2 READING

Essential Question:

- How can the use of a variety of reading strategies assist in comprehension?

Content:

- Story information MLR A_{1e}, A_{2c} (Pre K-2)
- Sentence structure
- Story structure and sequences MLR A_{1a}, A_{2a,b} (Pre K-2)

Skills & Processes:

- Use story structure, titles, pictures, and diagrams to check for meaning.
- Fiction:
 - use of text features describing each character including at least 2 specific details;
 - predicting at least 2 reasonable predictions that go beyond the text read aloud;
 - scaffold summary using own language including important characters, many of the important events, and some details from the beginning, middle, and end;
 - scaffold summary vocabulary using most language and vocabulary from the text with a basic understanding of most key words and concepts;
 - literal comprehension using accurate response;
 - interpretation and understanding important text implications including supporting details; and
 - reflecting significant event and a relevant reason for opinion.
- Informational:
 - predict at least 2 reasonable questions that go beyond page(s) read aloud;
 - nonfiction text features using accurate information accessed from text features;
 - scaffold summary by summarizing in own language; including important ideas and a few supporting facts from each section;
 - scaffold summary vocabulary using most language and vocabulary from the text with basic understanding of most key words and concepts;
 - literal comprehension using accurate response;
 - interpret by understanding important text implications which may include supporting details; and
 - reflecting significant message and a relevant reason for opinion.

Assessments:

- DRA – Fall and Spring

GRADE 2 READING

Essential Question:

- How can phonetic principles help read unfamiliar words?

Content:

- Understanding of prefixes, suffixes, contractions, singular possessives, abbreviations, synonyms, and antonyms MLR A_{1b,c} (Pre K-2)

Skills & Processes:

- Use common prefixes and suffixes to decode words.

Assessments:

- DRA – Fall and Spring

GRADE 2 READING

Essential Question:

- How does the combination of reading fluently and use of reading strategies convey meaning?

Content:

- Increasing fluency and get meaning from print MLR A_{1d} (Pre K-2)
- Previewing text and set a purpose for reading MLR A_{1e} (Pre K-2)
- Using pictures, sentence structure, and context to get meaning MLR A_{1a} (Pre K-2)

Skills & Processes:

- Use prior knowledge to predict information.
- Interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.
- Use titles and headings to generate ideas about the text.
- Skim text for section headings, bold type, and picture captions to help set a purpose for reading.
- Set a purpose for reading.
- Use print clues, such as bold type, italics, and underlining, to assist in reading.
- Apply phonics, meaning clues, and language structure to decode words and increase fluency.
- Use phonics, meaning clues, and language structure strategies to reread and self-correct.
- Pause at commas and periods during oral reading.
- Practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.
- Oral Reading Fluency:
 - reads with expression emphasizing key phrases and words (informational text);
 - reads with expression that reflects mood, pace, and tension;
 - reads longer phrases; heeds punctuations ;
 - reads 75-105 WPM; and
 - accuracy of 95-98%.

Assessments:

- DRA – Oral Reading Fluency Section

GRADE 2 READING

Essential Question:

- What comprehension strategies can we use to develop understanding?

Content:

- Asking and answering questions about what is read
- Locating information to answer questions MLR A_{3c}, C_{1b} (Pre K-2)
- Describing characters, setting, and important events in fiction and poetry MLR A_{2e} (Pre K-2)
- Identifying the problem, solution, and main idea

Skills & Processes:

- Read fiction and nonfiction materials and trade books.
- Use information from the text to make predictions.
- Use information from a selection to confirm predictions.
- Make, confirm, and revise predictions.
- Find evidence to support predictions.
- Begin to skim for information;
- Apply knowledge of story structure to predict what will happen next.
- Use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions.
- Use knowledge from their own experiences to make sense of and talk about a topic.
- Describe the setting and important events of a story.
- Describe a character's traits, feelings, and actions as presented in a story.
- Identify the problem and solution presented in a story.
- Identify the main idea.
- Identify the sequence of steps in functional text such as recipes or other sets of directions.
- Follow the steps in a set of written directions.
- Locate information in textbooks and other trade books to answer questions.
- Begin to use knowledge of transition words (signal words), such as *first*, *next*, and *soon*, to understand how information is organized.
- Use the framework of beginning, middle, and end to retell story events.
- Ask and answer simple who, what, when, where, why, and how questions.
- Write responses to what they read in all content areas.

Assessments:

- DRA – Fall and Spring

- Ceiling – Level 38 – Must be scoring at independent level in all areas on DRA rubric.

Texts to be Used:

<u>DRA</u>	<u>Fall</u>	<u>Spring</u>
Level A:	Can You Sing?	Can You Sing?
Level 1:	Things That Go!	What Is Red?
Level 2:	I Can See	Bath Time
Level 3:	Look At Me	The “I Like” Game
Level 4:	Where Is My Hat?	Get Your Umbrella
Level 6:	Time To Play	Why Are We Stopping?
Level 8:	Duke	The Lost Book
Level 10:	Grandma’s Surprise	Shoe Boxes
Level 12:	Robert’s New Friend	Allie’s Wish
Level 14:	A New School	The Wagon
Level 16:	Fall – Fiction – Monkey’s Stepping Stones	
	Spring – Non-fiction – Animal Homes	
Level 18:	Game Day	A Giant in the Forest
Level 20:	Turtle’s Big Race	Green Freddie
Level 24:	Thin as a Stick	The Wonderful Day
Level 28:	Fall – Fiction – Missing Sneakers	
	Spring – Non-fiction – Animals Can Help	
Level 30:	Tiger’s Whirlwind Day	Busy Helpers
Level 34:	Summer Discovery	The Mystery at the May’s House
Level 38	Fall – Fiction – Trouble at Beaver Road	
	Spring – Non-fiction – Mae Jemison Shooting for the Stars	

GRADE 2 READING

Essential Question:

- How do we locate information in simple reference materials?

Content:

- Title and page numbers MLR C_{1a}, C_{1c} (Pre K-2)
- Table of Contents MLR C_{1a}, C_{1c} (Pre K-2)
- Pictures, diagrams, graphs, and tables interpretation MLR C_{1a}, C_{1c} (Pre K-2)
- Alphabetical order MLR C_{1a}, C_{1c} (Pre K-2)
- Guidewords, entry words, and definitions MLR C_{1a}, C_{1c} (Pre K-2)

Skills & Processes:

- Locate titles and page numbers, using a table of contents.
- Use a table of contents to locate information in content-area books.
- Interpret pictures, diagrams, and tables,
- Interpret information presented in bar graphs, charts, and pictographs.
- Alphabetize words to the second and third letter.
- Locate words, using first, second, and third letter.
- Locate guide words, entry words, and definitions in dictionaries and indices.

Assessments:

GRADE 2

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; have favorite books, authors, and genres; generally have preferences about where and when they read and they talk about books and recommend their favorites.
 - select appropriately leveled reading materials for multiple purposes.
 - read and sustain their independent reading for longer periods of time.
 - use text features to help them preview a text.
 - predict and pose questions before and while they read a text.
 - read aloud in meaningful phrases with appropriate expression.
 - read at an appropriate reading rate with a high percent of accuracy.
 - use effective strategies and sources of information to problem-solve unknown words, monitor word choice, and self-correct significant miscues.
 - construct meaning as they read and then share/demonstrate their understanding either orally or in writing.
 - locate and use what is explicitly stated in a text.
 - make connections – relate what they read to their own personal experiences, their understanding of the world, and other texts;
 - interpret what they read by making inferences.
 - determine importance and evaluate what they read.
 - support their responses using information from a text and/or their own background knowledge.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.
- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics)

Activities:

- Assess one's/other's reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 2 – Reading Engagement Rubric – Fall

DRA 2 Continuum		Level 18		Transitional Reader	
	Intervention	Instructional	Independent	Advanced	
Reading Engagement					
Book Selection	1 Selects new texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects new texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Selects new texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	4 Selects a variety of new texts that are “just right”; identifies favorite book by title and gives an overview of the book	
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading with moderate encouragement	3 Sustains independent reading for at least 15 minutes at a time	4 Sustains independent reading for an extended period of time	
Score	2 3	4 5	6 7	8	

Gr. 2 – Reading Engagement Rubric - Spring

DRA 2 Continuum		Level 18		Extending Reader	
	Intervention	Instructional	Independent	Advanced	
Reading Engagement					
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 more genres; many on- and above-grade-level texts	
Self-Assessment/ Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking	
Score	2 3	4 5	6 7	8	

Grade 2

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

5									
4									
3									
2									
1									
0									
	Fantasy	Realistic Fiction	Mystery	Traditional Literature	Science Fiction	Poetry	Historical	Biography	Informa- tional

School Year: _____

Name: _____

Teacher: _____

Grade: _____

Reading Log

Title	Author	Genre Code	Date Completed	Book Identification

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 2 WRITING

Essential Question:

- Why is legible handwriting an important tool of written communication? MLR B_{1d} (Gr. PK-2)

Content:

- Follow Saxon Phonics program

Skills & Processes

- Write neatly.
- Space words in sentences. MLR B_{1d} (Pre K-2)
- Space sentences in writing.

Assessments:

GRADE 2 WRITING

Essential Question:

- How do good organizational skills and writing strategies help convey the writer's message across genres?

Content:

- Generating ideas before writing.
- Focus for writing and organizing writing to include a beginning, middle, and end. MLR B_{1a} (Pre K-2)
- Revising writing for clarity. MLR B_{1b}, B_{1c} (Pre K-2)
- Used fixed availability of technology.
- Practical Writing:
 - personal letter;
 - one and two-step directions; and
 - informational form [Science, EM]
- Peer and Teacher Conference

Skills & Processing:

- Organize their writing for purpose (fiction and/or non-fiction).
- Write stories that include a beginning, middle, and end.
- Revise their own writings for clarity.
- Retelling:
 - writing a good lead that grabs the reader's attention;
 - writing what happened first, next, and last; and
 - writing details to describe events.
- Respond to clarifying questions.
- Uses descriptive details that create mental images. MLR B_{2a} (Gr. K-2)
- Writes brief descriptions of objects, people, places, or events. MLR B_{3a} (Gr. K-2)
- Records and shares, in writing, information that has been gathered. MLR B_{3b} (Gr. K-2)
- Support opinions with examples. MLR B_{4a} (Gr. K-2)
- Write a personal letter. MLR B_{5a} (Gr. K-2)
- Compile simple informational forms. MLR B_{5b} (Gr. K-2)
- Write one-step and two-step directions for completing a simple task. MLR B_{5c} (Gr. K-2)

Assessments:

GRADE 2 WRITING

Essential Question:

- How does editing for correct sentence formation, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader?

Content:

- Basic noun/verb agreement (past vs. present; singular vs. plural) MLR D1a (Pre K-2)
- Recognizing and using complete sentences
- Use and punctuate declarative, interrogative, and exclamatory sentences MLR D2c (Pre K-2)
- Capitalizing all proper nouns and the word *I* MLR D2b (Pre K-2)
- Using singular and plural nouns and pronouns MLR D1a, D2e (Pre K-2)
- Using apostrophes in contractions, including *don't*, *isn't*, and *can't* MLR D1a, D2e (Pre K-2)
- Using correct spelling for sight words, including compound words and regular plurals MLR D2d (Pre K-2)
- Use of commas in greetings, closures, and dates MLR D2a (Pre K-2)

Skills & Processes:

- Recognize and use complete sentences (subject, verb, complete thought).
- Use singular and plural nouns.
- Use singular and plural pronouns.
- Capitalize all proper nouns and all words at the beginning of sentences.
- Capitalize the word *I*
- Punctuate declarative, interrogative, and exclamatory sentences.
- Use apostrophes in contractions.
- Spell sight words, compound words, and regular plurals correctly.
- Edit for correct grammar, usage, and mechanics. MLR B1c (Gr. K-2)

Assessments:

GRADE 3 ORAL LANGUAGE

Essential Learning:

- How can the use of non-verbal and verbal communication skills assist members to communicate effectively during discussions in group settings?

Content:

- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said MLR E_{1b} (Gr. 3-5)
- Ask and respond to questions from teachers and other group members MLR E_{1a} (Gr. 3-5)
- Explain what has been learned MLR E_{1b}, E_{2a}, E_{2c} (Gr. 3-5)

Skills & Processes:

- Engage in taking turns in conversations by:
 - making certain all group members have an opportunity to contribute;
 - listening attentively by making eye contact while facing the speaker;
 - eliciting information or opinions with appropriate ideas, examples, and details; and
 - indicating disagreement in a constructive manner.
- Take initiative in moving a group discussion forward by:
 - contributing information that is on topic;
 - answering questions;
 - asking clarifying questions of the speaker;
 - summarizing the conclusions reached in the discussion; and
 - explaining what has been learned.
- Appropriate audience behaviors and demonstrating the rules of both the speaker and active listener in each of the roles.

Assessments:

GRADE 3 ORAL LANGUAGE

Essential Learning:

- How can specific communication techniques help to convey information through oral presentation?

Content:

- Key elements of an oral report MLR E_{2b} (Gr. 3-5)
 - speak clearly
 - appropriate volume and pitch
 - speak at understandable rate
 - organize ideas sequentially or around major points of information
 - grammatically correct language and specific vocabulary to communicate ideas
- Stay on topic during presentations MLR E_{2a} (Gr. 3-5)
- Organize ideas sequentially or around major points of information
- Answer questions from the audience MLR E_{1b} (Gr. 3-5)
- Evaluate their own presentations, using class-designed rubrics

Skills & Processes:

- Deliver oral presentations in a manner that maintains audience interest by:
 - presenting information with expression;
 - using grammatically correct language;
 - speaking at an understandable rate and with appropriate volume; and
 - using specific vocabulary appropriate for the audience and the topic.

Assessments:

**GRADE 3
READING
LITERARY TEXTS
(Fiction, Non- Fiction, Poetry, Drama)**

Essential Question:

- How do comprehension strategies help gain meaning?

Content:

- Gain meaning before, during, and after reading by: MLR A_{3a} (Gr. 3)
 - asking and answering questions to clarify meaning
 - understanding that sometimes two or more pieces of information need to be put together to answer a question
 - understanding that some questions are answered directly in the text MLR A_{3c} (Gr. 3)
- Text Features: Titles, Table of Contents, chapter readings, glossaries, index, illustrations, information, and maps. MLR A_{3b} (Gr. 3)
- Text formats in previewing and using text formats
- Setting a purpose for reading.
- Biography and autobiography

Skills & Processes:

- Know the shared and distinguishing characteristics of autobiography and biography.
- State in one's own word the main idea of a nonfiction selection/informational text
- Identify details that support the main idea of a nonfiction selection/informational text
- Make a variety of connections with the text, such as:
 - connections between their own personal experiences and the text;
 - connections between the text students are reading and other texts; and
 - connections between what students already know about the topic and what students find in the reading that is new to them
- Identify the author's purpose
- Summaries what they have read
- Draw conclusions about what they have read
- Access to text features
- Use the following text formats to preview and set a purpose for reading:
 - poetry features, such as lines and stanzas, literacy, language (similes); and
 - content text features, such as headings and chapter layout by topic.

Assessments:

GRADE 3 READING INFORMATIONAL TEXTS

Essential Question:

- How do we use organizational text features in informational text to gain knowledge?

Content:

- Dictionary
- Glossary
- Thesaurus
- Atlas
- Online reference materials

Skills & Processes:

- Make decisions about which resource is best for locating a given type of information. [Social Studies MLR A_{1a} (Gr. 3-5) and A_{1c} (Gr. 3-5)]
- Locate selected information in glossaries, dictionaries, thesauruses, encyclopedias, atlases, and other print and online reference materials. MLR A_{3c} (Gr. 3)
- Generate questions that can be answered using text features and information found within the text. MLR A_{3a} [Social Studies MLR A_{1b} (Gr. 3-5) and A_{1c} (Gr. 3-5)]
- Follow simple written instructions. MLR A_{3e} (Gr. 3)
- Identify the main reason or purpose for a particular section of text to aid comprehension. MLR A_{3f} (Gr. 3)
- Use of text features describing each character including at least 2 specific details.
- Predict at least 2 reasonable predictions that go beyond the text read aloud.
- Scaffold summary by summarizing in own language including important characters, many of the important events, and some details from the beginning, middle, and end.
- Scaffold summary vocabulary using most language and vocabulary from the text including basic understanding of most key words and concepts.
- Literal comprehension using accurate response.
- Interpret understanding important text implications which may include supporting details.
- Reflecting significant event and a relevant reason for opinion.

Assessments:

GRADE 3 READING

Essential Question:

- How do we use and apply word-attack skills to decode words in order to read fluently?

Content:

Saxon Phonics: MLR A_{1c, d} (Gr. 3)

Print Awareness:

- Concepts About Print
- Capitalization
- Punctuation

Decoding:

- Consonants
 - alphabetic recognition
 - initial consonants
 - medial and final consonants
 - twin consonants
 - consonant blends
 - sounds of s
 - consonant digraphs
 - consonant trigraphs
 - sounds of hard and soft *c* and *g*
 - silent consonants

Vowels:

- Short Vowels
- Long Vowels
- Silent Vowels
- Vowel Rules
- Vowel Digraphs
- *Y* as a Vowel
- Schwa
- Vowel Trigraph *igh*
- /o/ Sound of *a* (as in *watch* or *ball*)
- Vowel Quadrigraph *eigh*
- Scribal *o* (/u/ sound of *o*, as in *son*)

R-Controlled Vowels and Other Combinations:

Diphthongs:

Word Structure:

- Recognizing Non-decodable (Sight) Words
- Blending CVC and Other Words
- Syllabication
- Possessives
- Contractions
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Root Words
- Prefixes
- Suffixes
- Words with More than One Affix
- Plurals
- Inflectional Endings
- “Wild Colt Words” (words with /i/ and /o/ followed by two consonants, as in *find* or *cold*)
- Words with More than One Vowel Pattern
- Words Combining Different Vowel Patterns
- French Endings

Fluency:

Spelling:

- Letter/Sound Correspondences
- Consonants
- Short Vowels
- Long Vowels
- Non-decodable (Sight) Words
- Initial and final /k/ Spellings
- CVC Words
- Consonant Digraphs
- R-Controlled Vowels and Other Combinations
- Initial and Final /j/ spellings
- Final /ch/ Spellings
- Final /v/ Spelling
- Diphthongs
- Irregular Spellings
- Inflectional Endings
- Plurals
- Floss Rule (final /f/, /l/, and /s/ after short vowels)
- Final, Stable Syllables (including words ending with *-le*, as in *table*)
- Prefixes
- Suffixes
- Adding Consonant Suffixes
- Doubling Final Consonants Before Adding Vowel Suffixes

- Dropping Silent *e* Before Adding Vowel Suffixes

Support for Comprehension:

Support for Vocabulary Development:

- Dictionary Skills

Handwriting/Penmanship:

- Capital and Lower case Letters (cursive)
- Non-decodable, High-Frequency Words (manuscript)
- Non-decodable, High-Frequency6 Words (cursive)

Oral Communication/Listening/Speaking:

Skills & Processes:

- Apply knowledge of all vowel patterns.
- Apply knowledge of diphthongs, such as *aw* and *ay*.
- Apply knowledge of roots.
- Apply knowledge of affixes, such as *dis-*, *ex-*, *non-*, *pre-*, *-ly*, and *-ness*.
- Use knowledge of homonyms/homophones, such as *be/bee*, *hear/here*, and *sea/see*.
- Use context clues to verify meaning and determine appropriate homophone usage.
- Apply knowledge of the change in tense (*-ed*), number (*-s*), and degree (*-er* and *-est*) signified by inflected endings.
- Decode regular multi-syllabic words in order to read fluently.

Assessments:

- Saxon Phonics Assessments MLR A_{1c,d} (Gr. 3)
- DRA MLR A_{1e} (Gr. 3)

GRADE 3 READING

Essential Question:

- How do fluency and accuracy affect the ability to read fiction and nonfiction?

Content:

- Applying meaning clues, language structure, and phonetic strategies
- Using context to clarify meaning of unfamiliar words
- Monitoring, rereading and self-correcting when necessary

Skills & Processes:

- Apply understanding of text structure to guide reading by:
 - making predictions based knowledge of text form types, such as narrative, informational, graphic, and functional;
 - making predictions based on knowledge of literary forms, such as folktale, biography, and autobiography; and
 - identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.
- Use surface features of text to make meaning from text by:
 - applying phonetic strategies;
 - using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession; and
 - applying knowledge of simple and compound sentence structures.
- Oral Reading Fluency:
 - reads with expression emphasizing key phrases and words (informational text);
 - reads with expression that reflects mood, pace and tension (literacy);
 - reads longer phrases; heeds punctuation;
 - reads 90-125 WPM; and
 - accuracy of 96-98%.

Assessments:

- DRA – Oral Reading Fluency

GRADE 3 READING

Essential Question:

- How do comprehension strategies make meaning from fiction selections?

Content:

- Setting a purpose for reading MLR A_{3f} (Gr. 3)
- Making connections between previous experiences and reading selections MLR A_{1f} (Gr. 3)
- Making, confirming, or revising predictions
- Comparing and contrasting settings, characters, and events
- Identifying the author’s purpose MLR A_{3f} (Gr. 3)
- Asking and answering questions MLR A_{3a,c} (Gr. 3)
- Drawing conclusions about character and plot MLR A_{2a} (Gr. 3)
- Organizing information and events logically
- Summarizing major points found in fiction materials
- Understanding basic plots of fairy tales, myths, folktales, legends, and fables.
- Specific Types of folktales:
 - **tall tale** – exaggerates larger-than-life characters, such as Pecos Bill and John Henry, which may or may not have a historical basis and may create a humorous picture of these characters
 - **folk tale** – a story made up and handed down from generation to generation
 - **fable** – stories that involve animals with human traits and always include a moral or lesson (i.e. “the Lion and the Mouse”)
 - **legend** – stories which portray a hero figure, supposedly based on a real person but often exaggerated (i.e. John Henry)
 - **fairy tale** – begins with “Once upon a time...” and ends with “... happily ever after,” has events usually happening in threes, and usually involves magic
 - **myth** – stories that answer questions about things that people cannot explain and may involve heroic quests (i.e., why we have seasons?)

Skills & Processes:

- Read for a specific purpose by:
 - locating specific information in a reading selection;
 - identifying details that support a stated main idea; and
 - expressing a stated main idea in their own words.
- Make a variety of connections with the text, such as:

- connections between their own personal experiences and what is happening in the text;
- connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
- connections between what they already know about the topic and what they find in the reading that is new to them.
- Use specific details to make, justify, and modify predictions by:
 - identifying details from their own experiences and knowledge that supports their predictions;
 - identifying information from the text that supports or contradicts a prediction; and
 - revising predictions based on new understandings.
- Gain meaning before, during, and after reading by:
 - asking and answering questions to clarify meaning;
 - asking and answering questions to predict what will happen next;
 - understanding that sometimes two or more pieces of information need to be put together to answer a question;
 - understanding that some questions are answered directly in the text;
 - understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge; and
 - understanding the basic plots of fairy tales, myths, folktales, legends, and fables.
- Apply knowledge of characterization by:
 - Identifying a character's attributes (traits);
 - Using evidence from the text to support generalizations about the character; and
 - Identifying how the attributes of one character are similar to or different from those of another character.
- Apply knowledge of setting by:
 - identifying the time and place of a story, using supporting details from the text; and
 - identifying the details that make two settings similar or different.
- Write responses that go beyond literal restatements.
- Make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characters.
- Support with specific details generalizations about characters from a selection.
- Compare two characters within a selection or between/among two or more selections.
- Identify the author's purpose.
- Draw conclusion about a character and/or the plot from a selection.
- Compare and contrast settings, characters, and events.
- Organize information or events.
- Summarize major points in a selection.
- Apply understanding of language structure to make meaning from text by:
 - using signal words of time sequence, such as *first*, *second*, *next*, *later*, *after*, and *finally*;

- using signal words of compare-contrast, such as *like, unlike, different, and same*;
 - using signal words of cause-effect, such as *because, if... then, when... then*;
 - using conventions of dialogue, such as quotation marks to indicate someone is saying something, indentation to show that the speaker has changed and signal words like *he said* and *she exclaimed*;
 - using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of a pronoun for a noun, the use of a general location word (such as *here* or *there*) for a specific location; and
 - using context clues, such as a restatement, a renaming or synonym, an example, or a direct description or definition included in the sentence or paragraph to clarify the meaning of unfamiliar words.
- Predict at least 2 reasonable questions that go beyond page(s) read aloud.
 - Nonfiction text features using accurate information accessed from text features.
 - Scaffold summarization in own language including important ideas and few supporting facts from each section.
 - Scaffold summary vocabulary using most language and vocabulary from the text including basic understanding of most key words and concepts.
 - Literal comprehension using accurate response.
 - Interpret understanding important text implications which may include support details.
 - Reflect significant message and a relevant reason for opinion.

Assessments:

- DRA – Fall and Spring

GRADE 3 READING

Essential Question:

- How do comprehension strategies help gain meaning with nonfiction materials?

Content:

- Gain meaning before, during, and after reading by: MLR A_{3a} (Gr. 3)
 - asking and answering questions to clarify meaning;
 - understanding that sometimes two or more pieces of information need to be put together to answer a questions ; and
 - understanding that some questions are answered directly in the text.
- Text Features: Titles, Table of Contents, chapter readings, glossaries, index, illustrations, information, and maps. MLR A_{3b} (Gr. 3)

Skills & Processes:

- Know the shared and distinguishing characteristics of autobiography and biography.
- State in one’s own words the main idea of a nonfiction selection/informational text
- Identify details that support the main idea of a nonfiction selection/informational text
- Make a variety of connections with the text, such as
 - connections between their own personal experiences and the text;
 - connections between the text students are reading and other texts; and
 - connections between what students already know about the topic and what students find in the reading that is new to them.
- Identify the author’s purpose.
- Summarize what they have read.
- Draw conclusions about what they have read.
- Access to text features.

Assessments:

- DRA – Fall and Spring
- Ceiling level 38 – must be scoring at independent level in all areas on DRA rubric.

Texts to be Used:

DRA

Level A:

Level 1:

Level 2:

Level 3:

Level 4:

Level 6:

Level 8:

Level 10:

Level 12:

Level 14:

Level 16:

Level 18:

Level 20:

Level 24:

Level 28:

Level 30:

Level 34:

Level 38:

Fall

Can You Sing?

Things That Go!

I Can See

Look At Me

Where Is My Hat?

Time To Play

Duke

Grandma's Surprise

Robert's New Friend

A New School

Fall – Fiction – Monkey's Stepping Stones

Spring – Non-fiction – Animal Homes

Game Day

Turtle's Big Race

Thin as a Stick

Fall – Fiction – Missing Sneakers

Spring – Non-fiction – Animals Can Help

Tiger's Whirlwind Day

Summer Discovery

Fall – Fiction – Trouble at Beaver Pond

Spring – Non-fiction – Mae Jamison Shooting for the Stars

Spring

Can You Sing?

What Is Red?

Bath Time

The "I Like" Game

Get Your Umbrella

Why Are We Stopping?

The Lost Book

Shoe Boxes

Allie's Wish

The Wagon

A Giant in the Forest

Green Freddie

The Wonderful Day

Busy Helpers

The Mystery at the May's House

GRADE 3

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; have favorite books, authors, and genres; generally have preferences about where and when they read and they talk about books and recommend their favorites.
 - select appropriately leveled reading materials for multiple purposes.
 - read and sustain their independent reading for longer periods of time.
 - use text features to help them preview a text.
 - predict and pose questions before and while they read a text.
 - read aloud in meaningful phrases with appropriate expression.
 - read at an appropriate reading rate with a high percent of accuracy.
 - use effective strategies and sources of information to problem-solve unknown words, monitor word choice, and self-correct significant miscues.
 - construct meaning as they read and then share/demonstrate their understanding either orally or in writing.
 - locate and use what is explicitly stated in a text.
 - make connections – relate what they read to their own personal experiences, their understanding of the world, and other texts.
 - interpret what they read by making inferences.
 - determine importance and evaluate what they read.
 - support their responses using information from a text and/or their own background knowledge.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.
- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics)

Activities:

- Assess one's/other's reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 3 – Reading Engagement Rubric – Fall

DRA 2 Continuum	Level 18		Extending Reader	
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level	4 Titles across 3 or more genres; many on- and above-grade-level
Self-Assessment/ Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading	3 2 specific strengths and 2 specific goal related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of
Score	2 3	4 5	6 7	8

Gr. 3 – Reading Engagement Rubric - Spring

DRA 2 Continuum	Level 18		Extending Reader	
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 Titles slightly below grade level; rather limited reading experiences	3 Titles within 2 genres or multiple books within a genre; generally on-grade-level texts	4 Titles across 3 more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals	2 General strength(s) and goal(s) related to the reading process	3 2 specific strengths and 2 specific goals related to the reading process	4 3 specific strengths and 3 specific goals that reflect a higher level of thinking
Score	2 3	4 5	6 7	8

Grade 3

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

5									
4									
3									
2									
1									
0									
	Fantasy	Realistic Fiction	Mystery	Traditional Literature	Science Fiction	Poetry	Historical	Biography	Informa- tional

School Year: _____
Teacher: _____

Name: _____
Grade: _____

Reading Log

Title	Author	Genre Code	Date Completed	Book Identification

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 3 WRITING

Essential Questions:

- Why is legible handwriting an important tool of written communication?
- How will keyboarding improve your efficiency in writing, editing and computing?

Content:

- Follow Saxon Phonics
- Ultra Key Curriculum

Skills & Processes:

- Demonstration of the correct posture.
- Cursive – letter formation, position of paper, pencil/pen grip, and legibility. MLR B_{1h} (Gr. 3-5)
- Keyboarding – keystrokes, hand position, eye level, etc. Develop touch keyboarding techniques on the alphabetic keys and basic punctuation marks.
- Use correct sitting, head, hand, arm, and fingering positions and develop good habits, such as stretching exercises and breaks.
- Locate, open, view, save, print, and close documents.
- Type and edit sentences and paragraphs to create a one-page document.
- Align text left, middle, and right.
- Set double line space.
- Use spell check and thesaurus to edit work.
- Insert graphics and manipulate them in a document.
- Use bulleted and numbered text.
- Use Undo or ctrl+z keys.
- Use copy, cut, and past to rearrange text.
- Develop and enhance the ability to compose at the keyboard.

Assessments:

- Ultra Key assessments – Level 1: 10 wpm 92% accuracy.
- Observational checklist of skills.
- Evaluation of writing.

GRADE 3 WRITING

Essential Question:

How do writing strategies help convey the writer's message across genres?

Content:

- Central/Main idea
- Voice
- Organization of ideas (i.e. brainstorming, webbing, graphic organizers, kidspiration, etc.)
- Focus/Purpose of writing MLR B_{1a} (Gr. 3-5)
- Introduction and conclusion MLR B_{1d} (Gr. 3-5)
- Adjectives
- Sensory words
- Paragraphing
- Descriptive Writing
- Transitions
- Writing Process (i.e., prewriting, drafting, revising, editing, publishing)
- Predictions
- Summaries
- Creating and writing of questions

Skills & Processes:

- Generating of ideas and plan writing by: MLR B_{1b} (Gr. 3-5)
 - using ideas from class brainstorming activities;
 - making lists of information;
 - peer conferences about what to write;
 - reading texts by peer and professional authors;
 - using a cluster diagram, story map, or other graphic organizer;
 - selecting an appropriate writing form for stories, friendly letters, simple explanations, and short reports; and
 - identify the intended audience.
- Organization of particular forms of writing for: MLR B_{1g} (Gr. 3-5)
 - stories – beginning, middle, and end;
 - letters – date, greeting, body, and closing (salutation, signature); MLR B_{5a} (Gr. 3-5)
 - explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing; and MLR B_{1d} (Gr. 3-5)

- short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing. MLR B_{1e} (Gr. 3-5)
- Clarifying writing when revising, by including specific vocabulary and information, better descriptive details, and convey voice. MLR B_{1f} (Gr. 3-5)
- Generate ideas and develop a plan for writing. MLR B_{1a} (Gr. 3-5)
- Focus on a central topic and group related ideas. MLR B_{1c} (Gr. 3-5)
- Select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event. MLR B_{2d} (Gr. 3-5)
- Use examples from their reading as models to imitate in their writing.
- Create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence.
- Describe events, ideas, and personal stories with accurate details and sequence. MLR B_{2a} (Gr. 3-5)
- Read their own writing orally to check for sentence rhythm (sentence variety).
- Select information that is appropriate for your audience.
- Review to eliminate details that do not develop the central idea. MLR B_{1f} (Gr. 3-5)
- Incorporate transitional (signal) words that clarify sequence, such as *first*, *next*, and *last*.
- Apply the components of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
- Write coherent paragraphs that have an introduction, supporting sentences and a concluding sentence. MLR B_{1e} (Gr. 3-5)
- Write predictions, summaries using key transitional words, important characters, important events, and details from beginning, middle, and end; and, language from the selection.
- Write open ended responses with supporting details from the selection read (literal comprehension, interpretation, and reflection).
- Informational Texts:
 - writing accurate information assessed from text features;
 - write summary in own language including important ideas and supporting facts from each selection;
 - uses vocabulary from the text;
 - writing shows an understanding of text implication with supporting details; and
 - reflects significant message and relevant reason for one’s opinions.

Assessments:

- DRA – Written section

GRADE 3 WRITING

Essential Question:

How does the combination of organizational skills and writing strategies help to convey the writer's message across genres?

Content:

- Variety of planning strategies (brainstorming, webbing, kidspiration, etc.)
- Organization of information according to the type of writing [(narrative, folktales, biography, autobiography, informational, graphic functional (i.e. recipe, directions)]
- Identification the intended audience
- Ways of revising writing for specific vocabulary and information

Skills & Processes:

- Generation of ideas and plan writing by: MLR B_{1b} (Gr. 3-5)
 - using ideas from class brainstorming activities;
 - making lists of information;
 - peer conferences about what to write;
 - reading texts by peer and professional authors;
 - using a cluster diagram, story map, or other graphic organizer;
 - selecting an appropriate writing form for stories, friendly letters, simple explanations, and short reports; and
 - identify the intended audience.
- Organization of particular forms of writing for: MLR B_{1g} (Gr. 3-5)
 - stories – beginning, middle, and end;
 - letters – date, greeting, body, and closing (salutation, signature); MLR B_{5a} (Gr. 3-5)
 - explanations – opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing; and MLR B_{1d} (Gr. 3-5)
 - short reports – opening, grouping of like information into clear paragraphs, ordering of paragraphs so that there is a logical flow of information, and closing. MLR B_{1e} (Gr. 3-5)
- Clarifying writing when revising, by including specific vocabulary and information, better descriptive details, and convey voice. MLR B_{1f} (Gr. 3-5)

Assessments:

GRADE 3 WRITING

Essential Question:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the readers?
MLR B_{1g}

Content:

- Complete and varied sentence structure. MLR D_{1b} (Gr. 3-5)
- Simple and compound sentences.
- The word *I* in compound subjects.
- Past and present verb tense. MLR D_{1a} (Gr. 3-5)
- Singular possessives.
- Commas, addresses and dates, closing of a letter.
- Simple abbreviations.
- Apostrophes in contractions with pronoun.
- Correct spelling for sight words, including irregular plurals. MLR D_{2c} (Gr. 3-5)
- Nouns, pronouns, conjunction (and, or, but), and verbs (action).
- Correct capitalization including beginning of sentences and proper nouns.

Skills & Processes:

- Edit writing for correct grammar, capitalization, punctuation, and spelling. MLR D_{2a,b} (Gr. 3-5)
- Use complete sentences.
- Use the word *I* in compound subjects.
- Use past and present verb tenses.
- Use singular possessives.
- Use simple abbreviations.
- Use correct spelling for frequently used words, including irregular plurals, e.g., *men, children*.
- Use simple and compound sentences. MLR D_{1b} (Gr. 3-5)
- Punctuate correctly:
 - commas, addresses and dates, closing of a letter;
 - apostrophes in contractions with pronouns, e.g., *I'd, we've*;
 - use end marks correctly; MLR D_{2a} (Gr. 3-5)
 - capitalize correctly; and MLR D_{2b} (Gr. 3-5)
 - spell high-frequency grade level words. MLR D_{2c} (Gr. 3-5)
- Use pronouns correctly.
- Use subject and verb agreement.
- Indent paragraphs.
- Use a variety of sentence structures and lengths.

Assessments:

Grade 4 ORAL LANGUAGE

Essential Question:

- How do effective oral communication skills enhance the exchange of information in a variety of settings?

Content:

- Giving accurate directions by: MLR E_{2a} (Gr. 3-5)
 - identifying the information needed by the listener.
 - organizing and sequencing the information in a logical way.
 - explaining or defining any terms that might be unfamiliar to the listener.
 - the information in a clear, organized manner.
 - making connections to previous common knowledge of a group of listeners.
- Participation in group discussions by:
 - offering comments that are relevant to the topic of discussion;
 - distinguishing fact from opinion;
 - supporting opinions with appropriate example and details;
 - avoiding hindering the progress of the discussion (learning not to interrupt);
 - taking turns speaking during a discussion;
 - asking appropriate questions to solicit knowledge and opinions of others;
 - maintaining appropriate eye contact and attentive body language while listening;
 - respecting the comments of others, especially if the comments express opinions that are different from one's own; and
 - attend and respond appropriately to classmates and adults MLR E_{1b} (Gr. 3-5)
- Grammatically correct language.
- Specific vocabulary to enhance oral communication.

Skills & Processes:

- Contribute to group discussions.
- Seek ideas and opinions of others.
- Use evidence to support opinions.
- Use grammatically correct language and specific vocabulary to communicate ideas.
- Asking clarifying questions.

- Providing explanations when necessary.
- Reflecting on the ideas and opinions of others.
- Supporting opinions with examples and details.

Assessments:

GRADE 4 ORAL LANGUAGE

Essential Question:

- How can planned presentation enhance effective communications?
- How can active listening enhance effective communication?

Content:

- Making oral presentations and reports by:
 - organizing information around a central idea with supporting details and using specific vocabulary.
 - creating a simple visual, such as a poster or technology-tool.
 - speaking clearly, using appropriate voice level and speak rate.
- Using active listening skills by: MLR E_{2b} (Gr. 3-5)
 - looking at the speaker.
 - asking relevant questions or making relevant comments. MLR E_{1a} (Gr. 3-5)
 - summarizing the speaker's main points.
 - providing feed back.

Skills & Processes:

- Use subject-related information and vocabulary.
- Listen to and record information.
- Organize information for clarity.

Assessments:

**GRADE 4
READING
LITERARY TEXTS
(Fiction, Non- Fiction, Poetry, Drama)**

Essential Learning:

- How do comprehension strategies help gain meaning across genres?

Content:

- Gain meaning before, during, and after reading by: MLR A_{3a} (Gr. 4)
 - asking and answering questions to clarify meaning;
 - understanding that sometimes two or more pieces of information need to be put together to answer a question; and
 - understanding that some questions are answered directly in the text. MLR A_{3c} (Gr. 4).
- Text Features: Titles, Table of Contents, chapter readings, glossaries, index, illustrations, information, and maps. MLR A_{3b} (Gr. 4)
- Short story
- Poetry
- Drama
- Elements of a short story
- Plot
- Characterization
- Theme
- Narrator
- Conflict
- Figurative language
- Symbolism
- Rhyme
- Rhythm
- Alliteration
- Onomatopoeia
- Main purpose of a passage to gain understanding

Skills & Processes:

- Understand that characters are developed by:
 - what is directly stated in the text;
 - their speech and actions; and
 - what other characters in the story say or think about them.
- Understand that the main character has a problem that usually gets resolved.
- Metacognitive Awareness :
 - similar experiences and stories;
 - recall what known about topic;
 - asking question as reading;
 - making connections;

- thinking about why things happen;
 - understanding character's feelings; and
 - picture what was happening.
- Deciding what is important to remember.

Assessments:

- DRA – Fall and Spring

GRADE 4 READING INFORMATIONAL TEXTS

Essential Learning:

- How do we use organizational text features in informational text to gain knowledge?

Content:

- Text organizers, such as type, headings, subheadings, bullets, bold-faced fonts, and graphics, to predict, to locate, to categorize information and to aid comprehension. A_{3b} (Gr. 4) [Social Studies MLR A_{1c} (Gr. 3-5)]
- Questions that might be answered in the selection (before, during, and after-reading strategies)
- Author's purpose A_{3f} (Gr. 4)
- Main idea and supporting details from text A_{3c} (Gr. 4)
- Simple inferences, using information from texts
- Drawing conclusions about information from texts A_{3d} (Gr. 4)

Skills & Processes:

- Summarize content of selection, identifying important ideas and providing details for each important idea.
- Describe relationships between content and previously learned concepts or skills.
- Distinguish between cause and effect and between fact and opinion.
- Identify new information gained from reading.
- Information found in word reference materials such as a glossary, dictionary, and thesaurus.
- Use text features to predict and categorize information.
- Formulate questions and make inferences, using text features and information within the text. MLR A_{3a} (Gr. 4) [Social Studies MLR A_{1a} (Gr. 3-5)]
- Summarize key details of information texts, connecting new information to prior knowledge.
- Identify and use text features, such as headings, paragraphs, and format to preview a text and make predictions in order to comprehend.
- Identify the main idea and details from text which support the main idea. MLR A_{3c} (Gr. 4)
- Actively ask questions, visualize, make connections, and predict as they read.
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts.
- Generate questions to guide reading of text through reading strategies, such as KWL (Think you know, what you want to know, and what you learned), QTA (Questioning the Author), etc.

- Use text set in special type styles (e.g., boldfaced, italics) and color, illustrations, map, and charts, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information. A_{3b} (Gr. 4)
- Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes.
- Write responses that go beyond literal restatements in order to make connections to their own lives and to other selections.
- Identify the word reference material(s) most likely to contain needed information.
- Read and follow multi-step written instructions with 4 or more steps. MLR A_{3e} (Gr. 4)
- Metacognitive Comprehension Strategies (DRA):
 - recalling what I know about the topic ;
 - asking myself questions as I read;
 - making connections ;
 - deciding what was important to remember;
 - thinking about the reasons why things happened; and
 - picturing what was happening.
- Cite specific examples from a selection that show how the reader used the Metacognitive Comprehension Strategies (listed above). DRA

Assessments:

- DRA – Fall and Spring

GRADE 4 READING

Essential Question:

- How do fluency and accuracy affect the ability to read fiction and nonfiction?

Content:

- How the content and structure of a sentence, paragraph, or reading selection helps determine the meaning of an unfamiliar word.
- Variety of strategies and word recognition skills to read fluently.
- Information found in word reference materials such as a glossary, dictionary, and thesaurus.
- Word origins as it applies to vocabulary in various content areas.

Skills & Processes:

- Use context to clarify the meaning of unfamiliar words. MLR A_{1b} (Gr. 4)
- Use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words. MLR A_{1c} (Gr. 4)
- Derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red*, *no/know*, *hear/here*. MLR A_{1c} (Gr. 4).
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words). MLR A_{1d} (Gr. 4)
- Use knowledge of word origins.
- Identify the word reference material(s) most likely to contain needed information.
- Read familiar text with fluency, accuracy, and expression.
- Oral Reading Fluency:
 - reads with expression emphasizing key phrases and word (informational text);
 - reads with expression that reflects mood, pace, and tension (literacy);
 - makes appropriate pauses; heeds punctuation; reads with longer, meaningful phrases;
 - reads 105-140 WPM; and
 - reads with accuracy of 97-98%.

Assessments:

- DRA – Oral Reading Fluency
- By the end of the Fourth Grade Students will be reading independently at the rate of 105-135 word per minute with an accuracy rate of 97-98%.

GRADE 4 READING

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Variety of comprehension strategies.
- The different forms of fiction (realistic, historical, and fantasy).
- Author's purpose.
- Choice of language, setting, and information contributes to the author's purpose.
- Making use of fact and fantasy in historical fiction with other forms of literature.
- Major events and supporting details.
- The relationship between text and previously read materials.

Skills & Processes:

- Explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade.
- Find words or sentences that help identify the author's purpose.
- Find setting details and other information that help identify the author's purpose.
- Know that fictional stories, such as fantasy, describe imaginary characters and events.
- Understand that historical fiction is a story based on facts.
- Identify the facts contained in a piece of historical fiction.
- Compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature.
- Identify major events and supporting details.
- Discuss the similarities and differences between text and previously read materials.
- Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel.
- Know that narrative poetry tells a story through verse.
- Metacognitive Comprehension Strategies (DRA):
 - thinking about similar experiences and stories;
 - asking myself questions as I read;
 - picturing what was happening;
 - thinking about the reasons why things happened; and
 - understanding character's feelings.
- Cite specific examples from the selection that show how the reader used the Metacognitive Comprehension Strategies (listed above). DRA

- Fiction:
 - questioning and predicting using at least 2 reasonable questions and predictions that go beyond the text read aloud;
 - summarizing in own language including most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end ;
 - literal comprehension using information from the text that accurately responds to question(s) or prompt(s);
 - interpret understanding important text implication(s) using relevant supporting details;
 - reflect significant message or event and a relevant reason for opinion; and
 - metacognitive awareness using at least 1 specific example from the text related to the identified strategy which may include details.
- Informational:
 - questioning and predicting at least 2 reasonable questions and predictions that go beyond the test read aloud;
 - summarizing in own language including many important ideas, some vocabulary, and supporting facts from each section;
 - literal comprehension using information from the text that accurately responds to question(s) or prompt(s);
 - interpret understanding important text implication(s) using relevant supporting details;
 - reflect significant message or information and a relevant reason for opinion; and
 - metacognitive awareness using at least 1 specific example from the text related to the identified strategy which may include details.

Assessments:

- By the end of the Fourth Grade Students will be reading independently at the rate of 105-135 words per minutes with an accuracy rate of 97-98%.
- DRA – Fall and Spring

Fall – Fiction
 “All the way Under”

Spring – Nonfiction/Informational
 “The Amazing Octopus”

GRADE 4 READING

Essential Question:

- How do the skills in using print resources to locate information expand our understanding of a topic?

Content:

- Developing notes that include important concepts, summaries, and identification of information.
- Organizing information on charges, maps, and graphs. [Re-enforced in Everyday Mathematics]

Skills & Processes:

- Take notes from a variety of print resources.
- Identify source of information.
- Summarize important concepts.
- Organize information, using visual representations, such as charts, maps, and graphs. [Re-enforced in Everyday Mathematics]

Assessments:

By the end of the Fourth Grade Students will be reading independently at the rate of 105-135 word per minute with an accuracy rate of 97-98%.

GRADE 4

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; read often, and read a wide variety of genres to meet multiple purposes.
 - successfully select texts that match their reading level, interests, and purposes.
 - are confident about their ability to read, are aware of their strengths as readers, and are goal-directed.
 - read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning.
 - read quickly and smoothly.
 - read in longer, meaningful phrases with effective expression.
 - review texts, making predictions about what is likely to happen or identifying topics and information that may be included.
 - ask themselves questions prior to and during the reading of a text.
 - use text features (e.g., charts, graphs, headings) and graphic organizers.
 - comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary.
 - understand what is explicitly stated in the text.
 - interpret what they read by making inferences and making connections.
 - support their responses (inferences and connections) with information from the text.
 - reflect and determine significance, and/or evaluate what they read.
 - support their responses with reasons and personal or text examples.
 - are aware of the strategies they use to construct and monitor meaning while reading.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.

- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics)

Activities:

- Assess one’s/other’s reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 4 – Reading Engagement Rubric – Fall and Spring

DRA 2 Continuum				
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 2-3 times slightly below grade level; some reading experiences	3 At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; ;no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2-3 specific strengths and goals related to the reading process; 2-3 step plan
Score	2 3	4 5	6 7	8

Grade 4

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

20									
18									
16									
14									
12									
10									
8									
6									
4									
2									
0									
	Fantasy	Realistic Fiction	Mystery	Science Fiction	Traditional Literature	Poetry	Historical Fiction	Biography	Informa- tional

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 4 WRITING

Essential Question:

- How does the combination of organizational skills and writing strategies help to convey the writer’s message across genres?

Content:

- Poetry
 - rhyme
 - rhythm
 - alliteration
 - onomatopoeia
- Writing process (i.e., prewriting, drafting, revising, editing, publishing).
- Focusing on one aspect of a topic. MLR B_{1a} (Gr. 3-5)
- Developing a plan for writing.
- Organizing writing to convey a central idea. MLR B_{1b} (Gr. 3-5)
- Writing several related paragraphs on the same topic.
- Utilizing elements of style, including word choice and sentence variation.
- Writing rhymed, free verse, and patterned poetry.
- Using technology for the writing process (i.e., prewriting drafting, revising, editing, publishing).
- Introduction and conclusion. MLR B_{1d} (Gr. 3-5)

Skills & Processes:

- Create a plan and organize thoughts to convey a central idea before writing (i.e. brainstorming, outlining, webbing graphic organizers, KWL, Inspiration, etc.).
- Focus, organize, and elaborate to construct an effective message for the reader. MLR B_{1c} (Gr. 3-5)
- Purposefully shape and control language to affect readers.
- Select specific information to guide readers more purposefully through the piece.
- Use specific vocabulary and vivid word choice.
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
- Write coherent paragraphs that have an introduction, supporting sentences and a concluding sentence. MLR B_{1e} (Gr. 3-5)
- Know that free verse lines ending with words that do not rhyme.
- Write rhymed, free verse, and patterned poetry, such as a cinquain, limerick, and haiku.
- Use available technology to gather information and to aid in writing.

- Revise original drafts to improve coherence, provide better descriptive details, and to convey voice. MLR B_{1f} (Gr. 3-5)
- Writes about feelings and opinions.
- Writes fiction with clear beginning, middle, and end.
- Writes poetry using carefully chosen language.
- Writes organized nonfiction pieces (e.g., reports, letters, and lists).
- Begins to use paragraphs to organize ideas.
- Uses strong verbs, interesting language and dialogue.
- Seeks feedback on writing.
- Revises for clarity.
- Revises to enhance ideas by adding description and detail.
- Uses resources (e.g., thesaurus and word lists) to make writing more effectively.
- Publishes writing in a variety of ways.
- Use criteria for effective writing to set own writing goals.
- Write open-ended responses with supporting details from the selection read (i. e. literal comprehension, interpretation, and reflection).
- Use of MEA Rubric for Narrative Writing - Stylistic and Rhetorical Aspects of Writing.

Assessments:

GRADE 4 WRITING

Essential Question:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader? MLR B_{1g} (Gr. 3-5)
- How will keyboarding improve your efficiency in writing, editing, and computing?

Content:

- Subject-verb agreement
- Prepositional phrases
- Double negatives
- Non-pronoun agreement
- Adverbs
- Writing Process (i.e., prewriting, drafting, revising, editing, publishing)
- Pronoun Antecedent
- Interjections
- Complex sentences
- Incorporate adjectives and adverbs.
- Use articles *a*, *an*, and *the* correctly.
- Correct spelling for frequently used words, including common homophones.
- Use end mark correctly. MLR D_{2a} (Gr. 3-5)
- Capitalize correctly. MLR D_{2b} (Gr. 3-5)
- Spell high-frequency grade-level words. MLR D_{2c} (Gr. 3-5)

Skills & Processes:

- Apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
- Use prepositional phrases.
- Use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).
- Use noun/pronoun agreement (pronoun agrees in number with its antecedent).
- Use adjectives and adverbs (use adverbs instead of adjectives where appropriate, e.g., “He played *really* well.” Instead of “He played *real* well.”).
- Use the articles, *a*, *an*, and *the* correctly.
- Use the correct spelling of frequently used words, including common homonyms, e.g. *there*, *their*, *they’re* and homophones, e.g., *threw*/*through*.
- Use a rubric to self-assess writing.
- Edit for correct grammar, usage, and mechanics. MLR B_{1g} (Gr. 3-5)

- Use nouns forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. MLR D_{1a} (Gr. 3-5)
- Use simple, compound, and complex sentences. MLR D_{1b} (Gr. 3-5)
- Increases use of visual strategies, spelling rules, and knowledge of word parts to spell correctly.
- Uses commas and apostrophes correctly.
- Develop touch keyboarding techniques on the alphabetic and numeric keys and basic punctuation marks.
- Use correct sitting, head, hand, arm, and fingering positions and develop good habits, such as stretching exercises and breaks.
- Apply keyboarding skill whenever possible.
- Locate, open, view, save, print, and close documents and create folders to organize files.
- Type and edit sentences and paragraphs to create a one-page document.
- Align text left, middle, and right.
- Set double line space.
- Use spell check and thesaurus to edit work.
- Insert and manipulate graphics and use text wrap.
- Use draw tools.
- Use bulleted and numbered text.
- Use Undo or ctrl+z keys.
- Use copy, cut and past to rearrange text.
- Reinforce the ability to compose at the keyboard.
- Use of MEA Rubric for Narrative Writing – Standard English Conventions.

Assessments:

- Ultra Key assessments – Level 2: 15 wpm 95% accuracy.
- Observational checklist of skills.
- Evaluation of writing.

GRADE 5 ORAL LANGUAGE

Essential Question:

- How can the use of verbal communication and supporting members in a group enhance the exchange of information?

Content:

- Relationship between a speaker's verbal and nonverbal messages.
- Verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
- Nonverbal communication skills, such as eye contact with listeners, posture, and appropriate gestures. MLR E_{2b} (Gr. 3-5)
- Comparing/contrasting a speaker's verbal and nonverbal messages.
- Gestures to support, accentuate, and dramatize verbal message.
- Appropriate facial expressions to support and dramatize verbal message.
- Posture appropriate for communication setting.
- How gestures, facial expressions posture, and body language affect delivery of the message.

Skills & Processes:

- Use appropriate facial expressions and gestures or motions to add to what is being said.
- Use proper posture and stance when speaking.
- Identify whether or not a nonverbal message complements the spoken message.
- Match vocabulary, tone, and volume to the audience, purpose, and topic of the message.
- Exhibit confidence when speaking.
- Exhibit courtesy when listening.
- Use appropriate facial expressions, posture, and gestures to indicate listening.
- Refine their communication skills.
- Enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners.
- Use dramatic gestures and facial expressions that are suitable to the content and the audience.

Assessments:

GRADE 5 ORAL LANGUAGE

Essential Question:

- How can active listening and effective oral language increase comprehension?

Content:

- The process of taking notes

Skills & Processes:

- Participate as active listeners in group learning activities by:
 - listening for main ideas;
 - listening for sequence of ideas; and
 - taking notes.
- Participate as informed contributors in group learning activities by: MLR E_{2a} (Gr. 3-5)
 - asking and answering questions at appropriate times;
 - clarifying confusing points;
 - summarizing main ideas;
 - organizing information from group discussion for presentation;
 - preparing an outline for presentation prior to delivery;
 - summarizing a presentation orally prior to delivery; and
 - share information summarized from reading, listening, or viewing; and form a position on a topic, supporting the position with a variety of print and non-print sources. MLR E_{2c} (Gr. 3-5)

Assessments:

GRADE 5 ORAL LANGUAGE

Essential Question:

- How can planned presentation enhance effective communication?

Content:

- Appropriate content for audience.
- Organization of content around major ideas.
- Role of visual aids.
- Grammatically correct language and specific vocabulary.
- Attend and respond appropriately to classmates and adults. MLR E_{1b} (Gr. 3-5)

Skills & Processes:

- Narrow the topic.
- Select information that develops the topic and is appropriate for the audience.
- Organize content sequentially and group together related information.
- Put information in order, providing an overview of the information at the beginning or a summary of the information at the end.
- Use visual aids to **illustrate** information.
- Use grammatically correct language.
- Use specific vocabulary to enhance oral presentations.
- Select and organize information when preparing for an oral presentation.
- Use visual aids when preparing for an oral presentation.
- Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate. MLR E_{2c} (Gr. 3-5)

Assessments:

**GRADE 5
READING
LITERARY TEXTS
(Fiction, Non- Fiction, Poetry, Drama)**

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Gain meaning before, during, and after reading by: A_{3a} (Gr. 5)
 - asking and answering questions to clarify meaning;
 - understanding that sometimes two or more pieces of information need to be put together to answer a question; and
 - understanding that some questions are answered directly in the text. A_{3c} (Gr. 5)
- Text Features: Titles, Table of Contents, chapter readings, glossaries, index, illustrations, information, and maps. A_{3b} (Gr. 5)
- Relationship between text and previously read materials.
- Character development in fiction and poetry selections.
- Development of plot and explain how conflicts are resolved.
- Characteristics of free verse, rhymed, and patterned poetry.
- Author’s choice of vocabulary and style contributes to the quality and enjoyment of selections.
- Identification of the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.
- Identification and definitions of the function of figurative language and the use of literary devices including symbolism, to understand the text. MLR A_{2d} (Gr. 5)
- Theme – central ideas or meaning of a selection and identify theme(s) whether implied or stated directly. MLR A_{2e} (Gr. 5)
- Identification and definitions of the function of common literary devices including simile, alliteration, idioms, simple metaphors, and imagery in poetry and use of this knowledge to understand poems. MLR A_{2f} (Gr. 5)
- Identification of the main purpose of a poem, passage, or particular parts of a passage to aid comprehension. MLR A_{2g} (Gr. 5)
- Making inferences.

Skills & Processes:

- Understand that some characters change during the story or poem and some characters stay the same.
- Identify the problem of the plot and summarize plot with supporting details from text. MLR A_{2b} (Gr. 5)
- Understand that plot is developed through a series of events and summarize plot with supporting details from text. MLR A_{2b} (Gr. 5)

- Discuss why an author might have used particular words and phrases.
- Locate information in the text to support their predictions and conclusion.
- Make inferences about characters' actions and how their behaviors affect plot and/or theme. MLR A_{2a} (Gr. 5)
- Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story. MLR A_{2c} (Gr. 5)
- Metacognitive Comprehension Strategies:
 - similar experiences and stories;
 - questions while reading;
 - picture what's happening;
 - reason why things happened;
 - understand character's feelings;
 - recall knowledge of topic;
 - reminders of personal connections; and
 - use of headings to determine what is important.
- Cite specific examples from the selection that shows how the reader used the metacognitive comprehension strategies (listed above).
- Fiction:
 - question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud;
 - summarizing in own language including most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end;
 - literal comprehension of information from text that accurately responds to question(s) or prompt(s);
 - interpret understanding important text implication(s) using relevant supporting details;
 - reflect significant message or event and a relevant reason for opinion; and
 - metacognitive awareness using at least 1 specific example from the text related to the identified strategy which may include details.
- Informational:
 - question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud;
 - summarizing in own language including many important ideas, some vocabulary and supporting facts from each section;
 - literal comprehension of information from text that accurately responds to question(s) or prompt(s);
 - interpret understanding important text implication(s) including relevant supporting details;
 - reflect significant message or information and a relevant reason for opinion; and
 - metacognitive awareness of at least 1 specific example from the text related to the identified strategy which may including details.

Assessments:

- DRA - Fall and Spring

GRADE 5 READING INFORMATIONAL TEXTS

Essential Learning:

- How do we use organizational text features in informational text to gain knowledge?
- How can evaluating and synthesizing information read help to make decisions?

Content:

- Comprehension strategies before, during, and after reading.
- Text organizers, such as type, headings, and graphics, to predict and categorize information.
- Structural patterns found in nonfiction.
- Cause-and-effect relationships.
- Compare-and-contrast relationships.
- Dictionary, glossary, thesaurus, and other word-reference materials.
- Information resources for researching a topic.
- Constructing questions about a topic.
- Collecting information, using online, print and media resources.
- Evaluating and synthesizing information.

Skills & Processes:

- Locate information to support opinions, predictions, and conclusions.
- Skim materials to develop a general overview of content and to locate specific information.
- Identify new information gained from reading.
- Apply prior knowledge to make predictions.
- Use text text in special type styles (e.g. boldfaced, italics) and color, captions under pictures and graphic, and headings of sections and chapters, to predict and categorize information.
- Identify specific information in text that supports predictions.
- Understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, and maps) make information accessible and usable.
- Distinguish between fact and opinion. MLR A_{3d} (Gr. 5) [**Social Studies MLR A_{1g} (Gr. 3-5)**]
- Form opinions and draw conclusions from the selection. MLR A_{3d} (Gr. 5)
- Locate details to support opinions, predictions, main idea, and conclusions. MLR A_{3f} (Gr. 5)
- Identify structural and organizational patterns such as causes-and-effect, comparison/contrast, and chronological order.
- Identify, summarize, and paraphrase the main idea and use evidence from text to support the main idea. MLR A_{3c} (Gr. 5).

- Identify the purpose of a text, the main idea, supporting details, and to explain that sometimes authors write to convince readers of something. MLR A₄ (Gr. 5)
- Formulate research questions based on a topic. [Social Studies MLR A_{1a} (Gr. 3-5)]
- Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources.
- Select information that is related to their topic.
- Evaluate and combine (synthesize) related information from two or more sources to make a decision on a particular topic. [Social Studies MLR A_{1a} (Gr. 3-5)]
- Identify key terms to use in searching for information.
- Skim to find information related to a topic.
- Create and revise questions that can be answered by using text features and information found within the text.
- Read and follow multi-step instructions which does relate to a content area text. MLR A_{3e} (Gr. 5)

Assessments:

- DRA – Fall and Spring

GRADE 5 READING

Essential Question:

- How do analyzing words and language affect fluency and accuracy?

Content:

- Clarify meaning of unfamiliar words. A_{1c} (Gr. 5)
- Knowledge of root words, prefixes, and suffixes.

Skills & Processes:

- Apply knowledge of root words, prefixes, and suffixes.
- Understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation.
- Oral Reading Fluency
 - expression – informational text – emphasizes key phrases and words;
 - expression – literacy – reflects mood, pace, and tension;
 - phrasing – appropriate pauses, heeds punctuation, reads using meaningful phrases;
 - rate of 115-150 WPM (fiction);
 - rate of 110-140 WPM (information); and
 - accuracy of 97-98%

Assessments:

- Read familiar text with fluency, accuracy, pacing, phrasing, intonation, and expression. MLR A_{1e} (Gr. 5)
- DRA – Oral Reading Fluency – Fall and Spring
- By the end of the Fifth Grade, students will be reading independently at the rate of 115-140 words per minute with an accuracy rate of 97-98%.

GRADE 5 READING

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Describing:
 - the relationship between text and previously read materials;
 - character development in fiction and poetry selections;
 - the development of plot and explain how conflicts are resolved;
 - the characteristics of free verse, rhymed, and patterned poetry; and
 - how an author’s choice of vocabulary and style contributes to the quality an enjoyment of selections.

Skills & Processes:

- Understand that some characters change during the story or poem and some characters stay the same.
- Identify the problem of the plot and summarize plot with supporting details from text. MLR A_{2b} (Gr. 5)
- Understand that plot is developed through a series of events and summarize plot with supporting details from text. MLR A_{2b} (Gr. 5)
- Identify the problem of a plot and summarize plot with supporting details from text. MLR A_{2b} (Gr. 5)
- Discuss why an author might have used particular words and phrases.
- Discuss the similarities and differences between a text and previously read materials.
- Identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.
- Locate information in the text to support their predictions and conclusion.

Assessments:

- By the end of the Fifth Grade, students will be reading independently at the rate of 115-140 words per minute with an accuracy rate of 97-98%.
- DRA – Fall and Spring

Fall – Fiction
“Cry Foul”

Spring – Nonfiction/Informational
“Storm Chasers”

GRADE 5 READING

Essential Question:

- How do we use organizational text features in informational text to gain knowledge?

Content:

- Comprehension strategies before, during, and after reading.
- Using text organizers, such as type, headings, and graphics, to predict and categorize information.
- Identifying structural patterns found in nonfiction.
- Locating information to support opinions, predictions, and conclusions.
- Identifying cause-and-effect relationships.
- Identifying compare-and-contrast relationships.
- Skimming materials to develop a general overview of content and to locate specific information.
- Identifying new information gained from reading.
- Use dictionary, glossary, thesaurus, and other word-reference materials.

Skills & Processes:

- Apply prior knowledge to make predictions.
- Use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphic, and headings of sections and chapters, to predict and categorize information.
- Identify specific information in text that supports predictions.
- Understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable.
- Skim material to develop a general overview or to locate specific information.
- Distinguish between fact and opinion. MLR A_{3d} (Gr. 5)
- From opinions and draw conclusions from the selection. MLR A_{3d} (Gr. 5)
- Locate details to support opinions, predictions, main idea, and conclusions. MLR A_{3f} (Gr. 5)
- Identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order.
- Identify, summarize, and paraphrase the main idea and use evidence from text to support the main idea. MLR A_{3c} (Gr. 5)
- Identify new information learned from reading.

Assessments:

- By the end of the Fifth Grade, students will be reading independently at the rate of 115-140 words per minute with an accuracy rate of 97-98%.

GRADE 5 READING

Essential Questions:

- How can the knowledge and use of information resources help locate information on a topic?
- How can evaluating and synthesizing information help to make decisions?

Content:

- Information resources for researching a topic.
- Constructing questions about a topic.
- Collecting information, using online, print and media resources.
- Evaluating and synthesizing information.

Skills & Processes:

- Instructional experiences that help to identify the purpose of a text, the main idea, supporting details, and to explain that sometimes authors write to convince readers of something.
- Formulate research questions based on a topic.
- Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources.
- Select information that is related to their topic.
- Evaluate and combine (synthesize) related information from two or more sources.
- Identify key terms to use in searching for information.
- Skim to find information related to a topic.

Assessments:

GRADE 5

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; read often, and read a wide variety of genres to meet multiple purposes.
 - successfully select texts that match their reading level, interests, and purposes.
 - are confident about their ability to read, are aware of their strengths as readers, and are goal-directed.
 - read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning.
 - read quickly and smoothly.
 - read in longer, meaningful phrases with effective expression.
 - review texts, making predictions about what is likely to happen or identifying topics and information that may be included.
 - ask themselves questions prior to and during the reading of a text.
 - use text features (e.g., charts, graphs, headings) and graphic organizers.
 - comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary.
 - understand what is explicitly stated in the text.
 - interpret what they read by making inferences and making connections.
 - support their responses (inferences and connections) with information from the text.
 - reflect and determine significance, and/or evaluate what they read.
 - support their responses with reasons and personal or text examples.
 - are aware of the strategies they use to construct and monitor meaning while reading.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.
- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics).

Activities:

- Assess one's/other's reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 5 – Reading Engagement Rubric – Fall and Spring

DRA 2 Continuum				
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 2-3 times slightly below grade level; some reading experiences	3 At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; ;no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strengths and goals related to the reading process; relevant plan	4 3 specific strengths <u>and</u> goals related to the reading process; 2-3 step plan
Score	2 3	4 5	6 7	8

Grade 5

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

20									
18									
16									
14									
12									
10									
8									
6									
4									
2									
0									
	Fantasy	Realistic Fiction	Mystery	Science Fiction	Traditional Literature	Poetry	Historical Fiction	Biography	Informa- tional

School Year: _____
Teacher: _____

Name: _____
Grade: _____

Reading Log

Title	Author	Genre Code	Date Completed	Book Identification

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 5 WRITING

Essential Question:

- How will keyboarding improve your efficiency in writing, editing, and computing?

Content:

- Ultra – Key Curriculum

Skills & Processes:

- Reinforce and further develop touch keyboarding techniques on the alphabetic, numeric, and special-purpose keys.
- Use correct sitting, head, hand, arm, and fingering positions and develop good habits, such as stretching exercises and breaks.
- Apply keyboarding skill whenever possible.
- Locate, open, view, save, print, and close documents and create folders to organize files.
- Independently produce multi-page document.
- Align text left, middle, and right.
- Set double line space.
- Use spell check and thesaurus to edit work.
- Insert and manipulate graphics and use text wrap.
- Use draw tools.
- Use bulleted and numbered text.
- Use Undo or ctrl+z keys.
- Use copy, cut and paste to rearrange text.
- Reinforce and further develop the ability to compose and edit at the keyboard.

Assessments:

- Ultra Key assessments – Level 3: 20 wpm 98% accuracy.
- Observational checklist of skills.
- Evaluation of writing.

GRADE 5 WRITING

Essential Question:

- How do the combination of organizational skills and the use of writing strategies serve as a method of communication and as a means of expressing oneself?

Content:

- Writing process (i.e., prewriting, drafting, revising, editing, publishing) plus vocabulary.
- Writing for a variety of purposes: to describe, to inform, to entertain, and to explain. MLR B_{1a} (Gr. 3-5)
- Planned strategies for various writing purposes.
- Organization of information
- Demonstration of awareness of intended audience – launching the Writing Workshop.
- Using precise and descriptive vocabulary to create tone and voice.
- Varied sentence structure.
- Revised writing for clarity.
- Using available technology to access information
- Introductory and concluding paragraphs . MLR B_{1d} (Gr. 3-5)

Skills & Processes:

- Apply knowledge of the writing process (i.e., prewriting, drafting, revising, editing, publishing).
- Create a plan, and organize thoughts before writing. MLR B_{1b} (Gr. 3-5)
- Focus, organize, and elaborate to construct an effective message for the reader. MLR B_{1c} (Gr. 3-5)
- Use language to demonstrate an awareness of the intended audience.
- Select specific information to guide readers more purposefully through the piece.
- Choose precise descriptive vocabulary and information to create tone and voice.
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm.
- Clarify writing when revising.
- Use available technology to gather information and to aid in writing.
- Write coherent paragraphs that have supporting sentences, an introduction, and a concluding sentence. MLR B_{1c} (Gr. 3-5)
- Select a purpose for writing. MLR B_{1a} (Gr. 3-5)
- Pre-write using graphic organizers or other structures to organize their ideas. MLR B_{1b} (Gr. 3-5)

- Establish an organizing structure and maintain a consistent focus. MLR B_{1c} (Gr. 3-5)
- Include introductory and concluding paragraphs. MLR B_{1d} (Gr. 3-5)
- Revise original drafts to improve coherence, provide better descriptive details, and to convey voice. MLR B_{1f} (Gr. 3-5)
- Edit for correct grammar, usage, and mechanics. MLR B_{1g} (Gr. 3-5)
- Create legible final drafts. MLR B_{1h} (Gr. 3-5)
- Write open-ended responses with supporting details from the selection read (i.e., literal comprehension, interpretation, and reflection).
- Use of MEA Rubric Narrative Writing – Stylistic and Rhetorical Aspects of Writing.

Assessments:

GRADE 5 WRITING

Essential Questions:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and punctuation make the meaning of the writing clearer to the reader? MLR B_{1g}
- How does the correct use of end marks, capitalization, and the correct spelling of high-frequency grade-level words help to better communicate one's message to the reader? MLR D_{2a,b,c} (Gr. 3-5)

Content:

- Plural possessives
- Adjective and adverb comparisons
- Interjections
- Fragments
- Run-on's
- Apostrophes in contractions and possessives
- Quotation marks with dialogue
- Commas to indicate interrupters and in the salutation and closing of a letter
- Hyphen to divide words at the end of a line
- Editing of fragments and run-on sentences

Skills & Processes:

- Punctuate correctly;
 - apostrophes in contractions, such as *isn't*, and possessives, such as *Jan's*;
 - commas;
 - quotation marks;
 - commas in the salutation and closing of a letter; and
 - hyphens to divide words at the end of a line.
- Use adverb comparisons, such as *fast, faster, fastest*.
- Use adjective comparisons, such as *big, bigger, biggest*.
- Use adverbs instead of adjectives where appropriate, e.g., "He played *really* well." instead of "He played *real* well."
- Use plural possessives, e.g., "The *books'* covers are torn."
- Identify and use interjections, e.g., such as "*Oh my, look at the size of that bug!*"
- Avoid fragments (use of clausal fragments, such as "*Although he was not supposed to go out of the house,*" is not penalized in direct writing at this level.)
- Avoid run-ons, e.g., "*I opened the door, the dog went out.*" "*I opened the door and the dog went out and he chased the cat and then he came back inside.*"
- Use simple, compound, and complex sentences. MLR D_{1b} (Gr. 3-5)
- Use of MEA Rubric for Narrative Writing – Standard English Conventions.

Assessments:

GRADE 6 ORAL LANGUAGE

Essential Question:

- How can active listening and effective oral language enhance the exchange of information?

Content:

- Development and delivery of oral presentations in groups and individually by:
 - choosing topic and purpose appropriate to the audience. MLR E_{2a} (Gr. 6-8)
 - choosing vocabulary and tone appropriate to the audience, topic, and purpose. MLR E_{2a} (Gr. 6-8)
 - appropriate verbal and nonverbal presentation skills. MLR E_{2a} (Gr. 6-8)
 - responding to audience questions and comments. MLR E_{2a} (Gr. 6-8)
 - using grammatically correct language. MLR E_{2a} (Gr. 6-8)
 - critiquing oral presentations. MLR E_{2a} (Gr. 6-8)
- How to:
 - rehearse presentations;
 - to interact with an audience;
 - evaluate presentations; and
 - use grammatically correct language.

Skills & Processes:

- Understand the purpose of the presentation.
- Select and narrow the topic with attention to time limits and audience.
- Prepare the presentation, using strategies including:
 - note cards;
 - outlines;
 - formal written report; and
 - questions and answers.
- Select and use appropriate vocabulary.
- Define technical terms.
- Use a rubric or checklist to evaluate presentations.
- Answer questions and respond to comments politely and succinctly.

Assessments:

GRADE 6 READING

Essential Question:

- How do analyzing words and language develop vocabulary?

Content:

- Ways/Techniques to read and learn the meanings of unfamiliar words and phrases by:
 - using word structure to analyze and show relationships among words; MLR A_{1d} (Gr. 6)
 - identifying internal and external inflections which may alter meaning and pronunciation; MLR A_{1a} (Gr. 6)
 - recognizing the relationships commonly used to create analogies;
 - recognizing that many words have multiple meanings and that context and dictionaries are both supportive in determining which meaning is most appropriate MLR A_{1c} (Gr. 6); and
 - recognizing that figurative language enriches text.
- DRA - Oral Reading Fluency:
 - expression – informational text – emphasizes key phrases and words;
 - expression – literary text – reflects mood, pace, and tension;
 - phrasing – uses appropriate pauses, heeds punctuation;
 - rate of 125-160 WPM; and
 - accuracy of 97-98%.

Skills & Processes:

- Separate and reconstruct known word parts to predict the meaning of unfamiliar words, such as separating *poly* from *polygon* and *phone* from *telephone* to predict the meaning of *polyphony*.
- Notice relationships among inflected words, such as *proceed* and *procession* or *internal* and *internalization*.
- Recognize relationships common to analogy construction:
 - synonyms – small: little;
 - antonyms – up: down;
 - object/action – ear: hear;
 - source/product – tree: lumber;
 - part/whole – paw: dog; and
 - animal/habitat – bee: hive.
- Use context clues to determine meanings of unfamiliar words in text, such as:
 - examples; MLR A_{1c} (Gr. 6)
 - restatements; and MLR A_{1c} (Gr. 6)

- contrast. MLR A_{1c} (Gr. 6)
- Word analysis
 - suffixes;
 - prefixes; and
 - root words.
- Identify figurative language in text, including:
 - **simile** – figures of speech that use the words *like* or *as* to make comparisons; and
 - **hyperbole** – intentionally exaggerated figures of speech.
- Use word reference materials, including:
 - dictionaries;
 - thesauruses;
 - glossaries; and
 - on-line sources.

Assessments:

- DRA – Oral Reading Fluency – Fall and Spring
- By the end of the Sixth Grade, students will be reading independently at the rate of 125-150 words per minute with an accuracy rate of 97-98%.

GRADE 6 READING LITERARY TEXTS

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Author’s choice of words, images, sentence formation, voice, and tone.
- Elements of narrative structure – first-person and third-person narration. MLR A_{2c} (Gr. 6)
- Variety of genres, including short story, novel, folk literature, and drama. MLR A_{2g} (Gr. 6)
- Narrative nonfiction includes biography, autobiography, and personal essay.
- Poetry can be rhymed, free verse, and/or patterned.
- Differentiate between narrative and poetic forms.
- Imagery and figurative language enrich texts.
- Theme – both implied and stated directly. MLR A_{2e} (Gr. 6)
- Poetic forms, including:
 - **haiku** – 3 lines of 5-7-5 syllables, Japanese free verse, usually about nature;
 - **limerick** – a 5-line rhymed, rhythmic verse, usually humorous;
 - **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; and
 - **free verse** – poetry with neither regular meter nor rhyme scheme.

Skills & Processes:

- Understand setting as time, place, and duration in a story. MLR A_{2b} (Gr. 6)
- Understand plot as:
 - the development of the central conflict and resolution; MLR A_{2a} (Gr. 6)
 - the sequence of events in the story; and MLR A_{2a} (Gr. 6)
 - the writer’s map for what happens, how it happens, to whom it happens, and when it happens. MLR A_{2a} (Gr. 6)
- Understand that character traits are revealed by:
 - what a character says;
 - what a character thinks;
 - what a character does; and
 - how other characters respond to the character.
- Understand internal and external conflicts in stories, including: MLR A_{2a} (Gr. 6)
 - internal conflicts within characters;

- external conflicts between characters; and
 - changes in characters as a result of conflicts and resolutions in the plot.
- Notice an author’s style, including use of:
 - language patterns;
 - sentence variety;
 - vocabulary;
 - imagery; and MLR A_{2d} (Gr. 6)
 - figurative language. MLR A_{2d} (Gr. 6)
- Recognize an author’s use of:
 - **simile** – figures of speech that use the words *like* or *as* to make comparisons; and
 - **hyperbole** – intentionally exaggerated figures of speech.
- Recognize poetic elements in prose and poetry, including:
 - **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse, e.g., *farm/harm*; MLR A_{2f} (Gr. 6)
 - **rhythm** – the recurring pattern of strong and weak syllabic stresses; MLR A_{2f} (Gr. 6)
 - **repetition** – repeated use of sounds, words, or ideas for effect and emphasis; MLR A_{2f} (Gr. 6)
 - **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*; and MLR A_{2f} (Gr. 6)
 - **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz* MLR A_{2f} (Gr. 6)
- Use strategies for summarizing, such as:
 - story maps; and
 - somebody... wanted... but... so.
- Use graphic organizers, such as flow charts or story maps, to record plot elements that illustrate cause-and-effect relationships and plot development.
- Use graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidents in the plot.
- Use graphic organizers, such as “It says... I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
- Metacognitive Comprehension Strategies:
 - making connections: thinking about similar experiences and/or stories;
 - questioning: ask myself questions as I read;
 - visualizing: picture what was happening;
 - inferring: thinking about the reasons why things happened; and
 - responding emotionally: understanding the character’s feelings.
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Literacy comprehension and note taking information from the text that accurately responds to question(s) or prompt(s).
- Summarizing in own language including most of the important characters’ names, some details, and many of the important event sin sequence from the beginning, middle, and end.

- Interpret understanding important text implication(s) including relevant supporting details.
- Reflect significant message or event and a relevant reason for opinion.
- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy which may include details.

Assessments:

- By the end of the Sixth Grade, students will be reading independently at the rate of 125-150 words per minute with an accuracy rate of 97-98%.
- DRA

Fall – Fiction
“Mike Fink”

Spring – Nonfiction/Informational
“Linda Greenlaw

GRADE 6 READING Informational Text

Essential Question:

- How do comprehension strategies help gain meaning with informational texts?

Content:

- Strategies that increase the comprehension of a variety of informational selections:
 - activation of prior knowledge before reading;
 - being strategic before, during, and after reading; MLR A_{1a} (Gr. 6)
 - recognizing the author's patterns of organization;
 - recognizing the author's use and clarification of technical vocabulary;
 - use of graphic organizers to organize and summarize text; MLR A_{1a} (Gr. 6)
 - the implied meaning by an author; MLR A_{4a} (Gr. 6)
 - reading beyond the printed text to understand the message stated or implied meaning by an author; MLR A_{4b} (Gr. 6)
 - sources of information based on the purpose for reading; MLR A_{4c} (Gr. 6)
 - a variety of strategies, including context, structural analysis, and reference sources, for determining the meaning of unfamiliar and technical vocabulary;
 - organizing and restating information for written and oral presentations; and
 - helpful clues in the context which include:
 - **definitions**, which define words within the text;
 - **signal words**, which alert readers that explanations or examples follow;
 - **direct explanations**, which explain terms as they are introduced;
 - **synonyms**, which provide a more commonly used term;
 - **antonyms**, which contrast words with their opposites; and
 - **inferences**, which imply meaning and help readers deduce meaning.
 - Distinction between fact and opinion. MLR A_{4c} (Gr. 6)

Skills & Processes:

- Activate prior knowledge before reading by use of:
 - small-group or whole-class discussion;
 - anticipation guides; and
 - preview of key vocabulary.

- Pose questions prior to and during the reading process based on text features such as:
 - boldface and/or italics type;
 - type set in color;
 - vocabulary;
 - graphics or photographs; and
 - headings and subheadings.
- Predict and then read to validate or revise the prediction(s).
- Identify clue words and phrases that help unlock meaning of unfamiliar and technical terms.
- Make reasonable statements and draw conclusions that are supported with evidence from the text. MLR A_{3d} (Gr. 6)
- Recognize common patterns of organizing text:
 - chronological or sequential; MLR A_{3b} (Gr. 6)
 - comparison/contrast; MLR A_{3b} (Gr. 6)
 - cause-and-effect;
 - problem-solution; and
 - generalization or principle.
- Use graphic organizers to show similarities and differences in the information found in several sources about the same topic.
- Use strategies and rules for summarizing, whole texts, parts of texts, and across texts, MLR A_{1f} (Gr. 6) such as the following:
 - delete trivia and redundancy;
 - substitute a general term for a list; and
 - find or create a main idea statement.
- Understand and use the references available in the classroom, school, and public libraries, including:
 - general and specialized dictionaries;
 - thesauruses;
 - atlases and globes;
 - general and specialized encyclopedias;
 - directories;
 - general and specialized (or subject-specific databases); and
 - internet resources, as appropriate for school use.
- Create and revise questions that can be answered by using text structures and information found within texts. MLR A_{3a} (Gr. 6)
- Identify and trace the development of an author's argument, purpose, position, or perspective to aid comprehension. MLR A_{3c} (Gr. 6)
- Read and follow a multi-step instructions related to a content area or technical manual (i.e. assembling a model, programming an electronic device, etc.). MLR A_{3e} (Gr. 6) [Cross reference Science MLR B_{1b, c} (Gr. 6-8)]
- Metacognitive Comprehension Strategies:
 - using background knowledge: recalled what I know about the topic;
 - questioning: asked myself questions as I read;
 - making connections: reminded of similar texts and experiences;

- determining importance: used text and graphic features to decide what was important;
 - inferring: thought about the reasons why things happened; and
 - visualizing: pictured what was happening.
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Literal comprehension and note taking of information from the text that accurately responds to question(s) or prompt(s).
- Summarizing in own language including many important ideas, some vocabulary, and supporting facts from each section.
- Interpret understanding important text implication(s) including relevant supporting details.
- Reflect significant message or information and a relevant reason for opinion.
- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy, which may include details.

Assessments:

- By the end of the Sixth Grade, students will be reading independently at the rate of 125-150 words per minute with an accuracy rate of 97-98%.

GRADE 6

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; read often, and read a wide variety of genres to meet multiple purposes.
 - successfully select texts that match their reading level, interests, and purposes.
 - are confident about their ability to read, are aware of their strengths as readers, and are goal-directed.
 - read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning.
 - read quickly and smoothly.
 - read in longer, meaningful phrases with effective expression.
 - review texts, making predictions about what is likely to happen or identifying topics and information that may be included.
 - ask themselves questions prior to and during the reading of a text.
 - use text features (e.g., charts, graphs, headings) and graphic organizers.
 - comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary.
 - understand what is explicitly stated in the text.
 - interpret what they read by making inferences and making connections.
 - support their responses (inferences and connections) with information from the text.
 - reflect and determine significance, and/or evaluate what they read.
 - support their responses with reasons and personal or text examples.
 - are aware of the strategies they use to construct and monitor meaning while reading.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.
- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics).

Activities:

- Assess one's/other's reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 6 – Reading Engagement Rubric – Fall and Spring

DRA 2 Continuum				
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 2-3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2-3 specific strengths <u>and</u> goals related to the reading process; 2-3 step plan
Score	2 3	4 5	6 7	8

Grade 6

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

30									
28									
26									
24									
22									
18									
16									
14									
12									
10									
8									
6									
4									
2									
0									
	Fantasy	Realistic Fiction	Mystery	Science Fiction	Traditional Literature	Poetry	Historical Fiction	Biography	Informa- tional

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 6 WRITING

Essential Question:

- How do the combination of organizational skills and the use of writing strategies serve as a method of communication and as a means of expressing oneself?

Content:

- Variety of planning strategies to generate and organize ideas.
- Establishment of central idea, organization, elaboration, and unity. MLR B_{1b} (Gr. 6-8)
- Selection of vocabulary and information to enhance the central idea, tone, and voice.
- Vocabulary (elaboration, unity)
- Revising writing for clarity. MLR B_{1c} (Gr. 6-8)
- Strategies to select and narrow topics.
- Composition with attention to:
 - central idea;
 - unity;
 - elaboration; and
 - organization.
- Craft writing purposefully with attention to:
 - deliberate word choice;
 - precise information and vocabulary;
 - sentence variety; and
 - tone and voice. MLR B_{1c} (Gr. 6-8)
- Elaboration of writing to continue the flow from idea to idea without interruption.
- Selection of vocabulary and tone with awareness of audience and purpose. MLR B_{5a} (Gr. 6-8)
- Revision of drafts for improvement, using teacher assistance, peer collaboration, and growing independence.
- **Voice** show an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. MLR B_{1c} (Gr. 6-8)
- **Tone** is used to express an author's attitude toward the topic.
- Argumentative Writing – after reading 2 selections take a stand on an issue and support that stand with details and explanations:
 - clear and consistent statement of position (or conclusion drawn from evidence);
 - logical organization;
 - sufficient specific evidence to support position; and
 - correct use of Standard English Conventions.

Skills & Processes:

- Use selected prewriting techniques, such as:
 - brainstorming;
 - webbing;
 - mapping;
 - clustering;
 - listing;
 - organizing graphically;
 - questioning; and
 - outlining.
- Elaborate to:
 - give detail;
 - add depth; and
 - continue the flow of an idea.
- Uses varied sentence structure and types of sentences.
- Understand that revising to improve a draft includes:
 - rereading;
 - reflecting;
 - rethinking; and
 - rewriting.
- Write open-ended responses with supporting details from the selection read (i.e., literal comprehension, interpretation, and reflection).
- Use of MEA Writing Rubric Persuasive/Argumentative Writing – Stylistic and Rhetorical Aspects of Writing.

Assessments:

GRADE 6 WRITING

Essential Question:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and presentation make the meaning of the writer clearer to the reader?

Content:

- Variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- Subject-verb agreement with intervening phrases and clause.
- Nouns and how nouns relate to its use in the sentence.
- Pronoun-antecedent agreement to include indefinite pronouns.
- Maintain consistent tense inflections across paragraphs.
- Choosing adverbs, to describe verbs, adjectives, and other adverbs.
- Correct spelling for frequently used words.
- Indefinite pronouns
- Phrase
- Clause

Skills & Processes:

- Use complete sentences with appropriate punctuation.
- Avoid using coordinating conjunctions at the beginning of a sentence, e.g., *and*, *so*, *because*, *etc.*
- Use subject and verb agreement, e.g., *The driver of the bus full of children drives very carefully. The students in the class discuss many topics.* MLR D_{1a} 9 Gr. 6-8)
- Use the correct spelling of frequently used words, including common homonyms, (e.g. *there*, *their*, *they're*) and homophones, (e g., *threw/through*).
- Use first person pronouns appropriately in compound subjects and objects, e.g., *John and I went to the store. Mother gave presents to Jim and me.* MLR D_{1a} (Gr. 6-8)
- Choose adjectives and adverbs appropriately, e.g., *He is a good student. He does really well in all his studies.* MLR D_{1a} (Gr. 6-8)
- Capitalize language classes or classes followed by a number, e.g., *French*, *Algebra II.* MLR D_{2a} (Gr. 6-8)
- Capitalize *mom* and *dad* when those titles replace names or are used as proper nouns, e.g., *My mom told me to go to bed, and I replied, "No Mom, I don't want to."* MLR D_{2a} (Gr. 6-8)
- Punctuate and format dialogue.
- Hyphenate words between syllables when they must be split at the ends of lines.
- Understand the use of the apostrophe for contractions and possessives.

- Maintain a consistent verb tense within sentences and throughout and across paragraphs.
- Proofread and edit drafts with teacher assistance, peer collaboration, and individually.
- Understand that pronouns need to have recognizable antecedents that agree in number and gender.
- Use reference sources to differentiate among homophones and easily confused words, e.g., *a lot/allot*, *effect/affect*, *bored/board* (spell check is not helpful here). MLR D_{2b} (Gr. 6-8)
- Replace colloquial expressions, e.g., *I could of rode my bike*, with correct usage, e.g., *I could have ridden by bike*.
- Use of MEA Writing Rubric for Persuasive/Argumentative Writing – Standard English Conventions.

Assessments:

GRADE 7 ORAL LANGUAGE

Essential Question:

- How can using an interviewing process be a strategy for learning?

Content:

- Interviewing techniques to gain information:
 - preparing and asking relevant questions for the interview;
 - making notes of responses;
 - compiling and reporting responses; and
 - evaluating the effectiveness of the interview.

Skills & Processes:

- Determine the purpose of the interview.
- Select a subject for the interview.
- Create and record questions that will elicit relevant responses.
- Apply effective note-taking strategies, including the use of:
 - abbreviation;
 - graphic organizers;
 - key words;
 - file cards; and
 - recording devices. [Note: This ties into the Penobscot Museum's Collection of Oral Histories.]
- Evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists.
- Synthesize information gathered in an interview.
- Organize information for written and oral presentations.
- Present findings in written and oral form.

Assessments:

GRADE 7 ORAL LANGUAGE

Essential Question:

- How can active listening and effective oral language enhance the exchange of information?

Content:

- Understanding and demonstration of appropriate audience behavior.
- Preparation and delivering of oral presentations. MLR E_{2b} (Gr. 6-8)
- Participating effectively in group discussions and presentation.
- Awareness of audience, topic, and purpose.

Skills & Processes:

- Contribute relevant ideas, opinions, and feelings in large and small groups.
- Offer and seek summary statements.
- Select vocabulary, tone, and style with audience in mind. MLR E_{2e} (Gr. 6-8)
- State points clearly and directly.
- Maintain a focused discussion.
- Ask questions in order to encourage discussion and foster understanding. MLR E_{1a} (Gr. 6-8)
- Provide and seek feedback to and from other group members. MLR E_{2d} (Gr. 6-8)

Assessments:

GRADE 7 ORAL LANGUAGE

Essential Question:

- How do persuasive and argumentative techniques affect decision making?

Content:

- Identification of persuasive argumentative messages in non print media, including television, radio, and video. MLR B_{4a} (Gr. 6-8)
- Identification of persuasive argumentative technique used.
- How word choice conveys viewpoint. MLR B_{4a} (Gr. 6-8)
- Identification of persuasive argumentative techniques used in the media, including: [Cross reference Health MLR D_c (Gr. 6-8)]
 - **name calling** or **innuendo** – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language MLR A_{4f} (Gr. 7);
 - **glittering generalities** or **card stacking** – telling only part of the truth; generalizing from a shred of evidence;
 - **bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;
 - **testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility;
 - **appeal to prestige, snobbery, or plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and
 - **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.

Skills & Processes:

- Identify persuasive argumentative techniques in the media.
- Identify opinions in the media.
- Identify facts in the media.
- Describe the effect on the audience of persuasive argumentative messages in the media.
- Identify effective word choice in the media.
- Identify viewpoint in the media.
- Understand that facts can be verified and opinions cannot.
- Distinguish fact from opinion.
- Identify the effect of persuasive argumentative messages on the audience.
- Notice use of persuasive argumentative language and connotations to convey viewpoint.

Assessments:

GRADE 7 READING

Essential Question:

- How do analyzing words and language develop vocabulary?

Content:

- Ways to determine the meanings and pronunciations of unfamiliar words and phrases by:
 - using roots and affixes to expand vocabulary MLR A_{1b} (Gr. 7);
 - recognition of analogies and figurative language; and
 - identifications of connotations.

Skills & Processes:

- Separate and reconstruct known word parts to predict the meaning of unfamiliar words, such as separating *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
- Use the origins and meanings of foreign words that are frequently used in English to aid comprehension as they read. MLR A_{1d} (Gr. 7)
- Word analysis
 - suffixes;
 - prefixes; and
 - root words.
- Recognize and apply relationships common to analogy construction:
 - purpose – chair: sit;
 - cause/effect – sun: burn;
 - sequence – day: week;
 - characteristic – snow: cold
 - product – tree: lumber; and
 - degree – warm: hot.
- Recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile*.
- Recognize, understand, and use figures of speech, including:
 - **simile** – figure of speech that uses the words *like* or *as* to make comparisons;
 - **personification** – figure of speech that applies human characteristics to non-human objects; and
 - **hyperbole** – intentionally exaggerated figure of speech.
- Use word structure to analyze and find relationships among words.

- Recognize internal and external inflections that change meaning and pronunciation.
- Recognize relationships used to create analogies.
- Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. MLR A_{1c} (Gr. 7)
- Recognize that figurative language and analogy enrich text.

Assessments:

By the end of the Seventh Grade, students will be reading independently at the rate of 130-165 words per minute with an accuracy rate of 97-98%.

GRADE 7 READING Literary Texts

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Reading and demonstration of comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Setting, character development, plot structure, theme, and conflict.
- Comparing and contrasting, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
- Impact of word choice, imagery, and poetic devices.
- How form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.
- Drawing conclusions explicit and implied.
- Inferences explicit and implied.
- Summarizing text.
- **Voice** – shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. MLR A_{2d} (Gr. 7)
- **Mood** – refers to the emotional atmosphere produced by an author’s use of language.
- Oral Reading Fluency:
 - reads with expression that reflects mood, pace, and tension at times;
 - makes appropriate pauses; heeds to punctuation; uses longer, meaningful phrases;
 - reads 130-165 WPM; and
 - reads with accuracy of 97-98%

Skills & Processes:

- Understand the elements of story, including:
 - setting – time, place and duration; MLR A_{2c} (narration) (Gr. 7)
 - character(s); and MLR A_{2a} (Gr. 7)
 - external conflicts, such as:
 - individual vs. individual,
 - individual vs. nature,
 - individual vs. society,
 - individual vs. supernatural, and
 - individual vs. technology;

- internal conflict – individual vs. self;
 - plot – development of the central conflict, including: MLR A_{2b} (Gr. 7)
 - initiating event,
 - rising action,
 - climax,
 - falling action, and
 - resolution; and
 - theme.
- Use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
 - Understand **characterization** as the way an author presents a character and reveals character traits by: MLR B_{2b} (Gr. 6-8)
 - what a character says; MLR A_{2a} (Gr. 7)
 - what a character thinks;
 - what a character does; and MLR A_{2d} (Gr. 7)
 - how other characters respond to the character.
 - Understand an author’s choice and use of literary devices, including:
 - **foreshadowing** – the use of clues to hint at coming events in a story; and MLR A_{2b} (Gr. 7)
 - **irony** – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. MLR A_{2d} (Gr. 7)
 - Understand and analyze elements of an author’s style, including:
 - word choice;
 - sentence structure and language patterns;
 - imagery – the use of words to create sensory impressions – most often visual impressions but may be sound, smell, taste, or touch impressions; and
 - figurative language – text enriched by word images and figures of speech.
 - Use strategies for summarizing, such as:
 - story maps; and
 - somebody... wanted... but... so.
 - Recognize an author’s choice of poetic devices, including:
 - **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
 - **rhythm** – the recurring pattern of strong and weak syllabic stresses;
 - **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
 - **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
 - **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*;
 - **assonance** – repetition of vowel sounds, e.g., *mad hatter*;
 - **consonance** – repetition of final consonant sounds, e.g., *east/west*; and

- **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *clatter*.
- Recognize that authors make choices to create stories.
- Understand that language has an impact on readers.
- Make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge.
- Use strategies and graphic organizers to summarize and analyze text.
- Identify poetic forms, including:
 - **haiku** – a 17 syllable, delicate, unrhymed Japanese verse, usually about nature; MLR A_{2f} (Gr. 7)
 - **limerick** – a 5-line, rhymed, rhythmic verse, usually humorous;
 - **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
 - **free verse** – poetry with neither regular meter nor rhyme scheme ;
 - **couplet** – a pair of rhyming lines; and
 - **quatrain** – a stanza.
- Read, understand, and differentiate the characteristics and narrative structures of:
 - short stories; MLR A_{2g} (Gr. 7)
 - novels; MLR A_{2g} (Gr. 7)
 - folk literature;
 - tales;
 - myths;
 - legends; and
 - fables;
 - plays;
 - personal essays; and
 - biographies and autobiographies.
- Metacognitive Comprehension Strategies:
 - making connections: thinking about similar experiences and/or stories;
 - questioning: asking questions as I read;
 - visualizing: picturing what was happening;
 - inferring: thinking about the reasons why things happened; and
 - responding emotionally: understanding the character’s feelings.
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Literal comprehension and note taking of information from the text that accurately responds to question(s) or prompt(s).
- Summarizing in own language including most of the important characters’ names, some details, and many of the important events in sequence from the beginning, middle, and end.
- Interpret understanding of important text implication(s) including relevant supporting details.
- Reflect significant message or event and a relevant reason for opinion.

- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy which may include details.

Assessments:

- By the end of the Seventh Grade, students will be reading independently at the rate of 130-165 words per minutes with an accuracy rate of 97-98%.
- DRA – Fall and Spring

Fall – Fiction

“Lost!”

Spring – Nonfiction/Informational

“Thrills and Chills”

GRADE 7 READING Informational Text

Essential Question:

- How do comprehension strategies help to gain meaning with information texts?

Content:

- Knowledge of text structures to aid comprehension.
- Knowledge of words and phrases that signal an author’s organizational pattern to aid comprehension.
- Distinguish fact from opinion in newspapers, magazines, and other print media.
- Identification of source, view point, and purpose of texts.
- How word choice and language structure convey an author’s viewpoint.
- Summarization of what is read. MLR A_{1f} (Gr. 7)
- Organization and synthesizing information for use in written and oral presentations.

Skills & Processes:

- Activate prior knowledge before reading by use of:
 - small-group or whole-class discussion;
 - anticipation guides; and MLR A_{1a} (Gr. 7)
 - preview of key vocabulary. MLR A_{1a} (Gr. 7)
- Use external textual aids to enhance comprehension:
 - boldface and/or italics type; MLR A_{1a} (Gr. 7)
 - type set in color; MLR A_{1a} (Gr. 7)
 - underlining; MLR A_{1a} (Gr. 7)
 - indentation; MLR A_{1a} (Gr. 7)
 - sidebars; MLR A_{1a} (Gr. 7)
 - illustrations, graphics, and photographs; MLR A_{1a} (Gr. 7)
 - headings and subheadings; and MLR A_{1a} (Gr. 7)
 - citation. MLR A_{1a} (Gr. 7)
- Recognize internal text structures to enhance comprehension, including:
 - cause-and-effect;
 - comparison/contrast; MLR A_{4a} (Gr. 7)
 - enumeration or listing;
 - sequential or chronological;
 - concept/definition; and
 - generalization.

- Recognize the words and phrases authors use to signal organizational patterns, including:
 - *as a result of, consequently* for cause-and effect; MLR A_{2b} (Gr. 7)
 - *similarly, on the other hand* for comparison/contrast; MLR A_{2b} (Gr. 7)
 - *first, three* for enumeration or listing; MLR A_{2b} (Gr. 7)
 - *today, meanwhile* for a sequential or chronological; MLR A_{2b} (Gr. 7)
 - *refers to, thus* for concept/definition; MLR A_{2b} (Gr. 7)
 - *always, in fact* for generalization; and MLR A_{2b} (Gr. 7)
 - *begins with, in order to* for process.
- Activate prior knowledge before reading. MLR A_{1a} (Gr. 7)
- Make predictions prior to and during the reading process. MLR A_{1a} (Gr. 7)
- Choose graphic organizers based on the internal text structure most prevalent in the text.
- Use the reading process to predict, question, clarify, infer, organize, compare, summarize, and synthesize.
- Recognize an author's purpose:
 - to entertain;
 - to inform; and
 - to persuade.
- Notice use of connotations and persuasive language to convey viewpoint.
- Use graphic organizers and other strategies to organize and summarize text.
- Distinguish between a fact, which can be verified, and an opinion, which cannot.
- Read and follow multi-step instructions related to a content area or technical manual or use a simple device. MLR A_{3e} (Gr. 7)
- Metacognitive Comprehension Strategies:
 - using background knowledge: recalled what I know about the topic;
 - questioning: asked myself questions as I read;
 - making connections: reminded of similar texts and experiences;
 - determining importance: used text and graphic features to decide what was important;
 - inferring: thinking about the reasons why things happened; and
 - visualizing: pictures what was happening.
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Literal comprehension and note taking of information from the text that accurately responds to question(s) or prompt(s).
- Summarizing in own language including many important ideas, some vocabulary, and supporting facts from each section.
- Interpret understanding important text implication(s) including relevant supporting details.
- Reflect significant message or information and a relevant reason for opinion.
- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy which may include details.

Assessments:

By the end of the Seventh Grade, students will be reading independently at the rate of 130-165 words per minute with an accuracy rate of 97-98%.

GRADE 7

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; read often, and read a wide variety of genres to meet multiple purposes;
 - successfully select texts that match their reading level, interests, and purposes;
 - are confident about their ability to read, are aware of their strengths as readers, and are goal-directed;
 - read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning;
 - read quickly and smoothly;
 - read in longer, meaningful phrases with effective expression;
 - review texts, making predictions about what is likely to happen or identifying topics and information that may be included;
 - ask themselves questions prior to and during the reading of a text;
 - use text features (e.g., charts, graphs, headings) and graphic organizers;
 - comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary;
 - understand what is explicitly stated in the text;
 - interpret what they read by making inferences and making connections;
 - support their responses (inferences and connections) with information from the text;
 - reflect and determine significance, and/or evaluate what they read;
 - support their responses with reasons and personal or text examples; and
 - are aware of the strategies they use to construct and monitor meaning while reading.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.

- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics).

Activities:

- Assess one’s/other’s reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 7 – Reading Engagement Rubric – Fall and Spring

DRA 2 Continuum				
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 2-3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2-3 specific strengths <u>and</u> goals related to the reading process; 2-3 step plan
Score	2 3	4 5	6 7	8

Grade 7

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

30									
28									
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8									
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	Fantasy	Realistic Fiction	Mystery	Science Fiction	Traditional Literature	Poetry	Historical Fiction	Biography	Informational

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 7 WRITING

Essential Question:

- How do both print and electronic sources help us find, read, and organize information for presentations and papers?

Content:

- Print and electronic sources to locate information in books and articles. MLR C_{1b} (Gr. 6-8)
- Graphic organizers to organize information.
- Synthesis information from multiple sources.
- Primary and secondary sources. MLR C_{1d} (Gr. 6-8)

Skills & Processes:

- Understand the characteristics of resource tools, including:
 - educational online resources;
 - reference books;
 - primary sources (interviews, letters, etc.); MLR C_{1d} (Gr. 6-8)
 - magazines; and
 - the internet, as appropriate for school use.
- Organize and synthesize information with tools, including:
 - index cards and note cards;
 - graphic organizers;
 - Venn diagrams and
 - outlines
 - spreadsheets;
 - databases; and
 - presentation software.
- Create a “works cited” page for oral and written presentations. MLR C_{1h} (Gr. 6-8)
- Use research tools available in school media centers and public libraries.
- Choose and use appropriate graphic organizers.
- Recognize MLA format.

Assessments:

GRADE 7 WRITING

Essential Question:

- How do writing strategies help to convey the writer’s message across genres?

Content:

- Narrative, expository, argumentative, and persuasive writing. MLR B_{1a} (Gr. 6-8)
[Note: Gr. 8 MEA Writing Prompt will be argumentative writing. After reading 2 selections, take a stand on an issue and support that stand with details and explanations.]
- Clear and consistent statement of position (or conclusion drawn from evidence).
- Logical Organization.
- Sufficient specific evidence to support position.
- Correct use of standard English conventions.
- Applied knowledge of prewriting strategies.
- Elaborate central idea in an organized manner.
- Choosing vocabulary and information that will create voice and tone.
- Clauses and phrases to vary sentences.
- Revised writing for clarity and effect. MLR B_{1c} (Gr. 6-8)
- Word processor to plan, draft, revise, edit, and publish selected writings.
- **Voice** – shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer – the capacity to elicit a response from the reader. MLR B_{1c} (Gr. 6-8)
- **Tone** – expresses an author’s attitude toward the subject.
- Various types of tone an author may use, such as:
 - serious,
 - sarcastic,
 - objective,
 - enthusiastic,
 - solemn,
 - humorous,
 - hostile,
 - personal, and
 - impersonal.
- Writing rubric - MEA

Skills & Processes:

- Use a variety of prewriting strategies, including:
 - brainstorming;
 - webbing;

- mapping;
- outlining;
- clustering;
- listing; and
- using graphic organizers.
- Use written expression to draft and revise compositions with attention to:
 - voice;
 - vocabulary;
 - choice of words;
 - supporting details;
 - sentence structure;
 - focus and purpose;
 - selection of information and details;
 - tone; MLR B_{2a} (Gr. 6-8)
 - selection of information and details;
 - embedded phrases and clauses that clarify meaning and increase variety;
 - vivid and precise vocabulary;
 - figurative language;
 - sentence variety; and
 - transitional words and phrases.
- Apply revising procedures, including:
 - rereading; MLR B_{1c} (Gr. 6-8)
 - reflecting; MLR B_{1c} (Gr. 6-8)
 - rethinking; and MLR B_{1c} (Gr. 6-8)
 - rewriting MLR B_{1c} (Gr. 6-8)
- Use a process for writing, including: MLR B_{1b} (Gr. 6-8)
 - planning; MLR B_{1b} (Gr. 6-8)
 - drafting; MLR B_{1b} (Gr. 6-8)
 - revising; MLR B_{1b} (Gr. 6-8)
 - proofreading; MLR B_{1b} (Gr. 6-8)
 - editing; and MLR B_{1b} (Gr. 6-8)
 - publishing. MLR B_{1b} (Gr. 6-8)
- Understand that good writing can occur by using descriptive details and examples *horizontally* within a sentence to give detail and depth to an idea, or *vertically* from paragraph to paragraph.
- Understand that good writing has been improved through revision. MLR B_{1d} (Gr. 6-8)
- Use peer and individual revising and editing. MLR B_{1d} (Gr. 6-8).
- Use a word processor to plan, draft, revise, edit, and publish selected writings.
- Write open-ended responses with supporting details from the selection read (i.e., literal comprehension, interpretation, and reflection).
- Use of MEA Writing Rubric for Persuasive/Argumentative Writing - Stylistic and Rhetorical Aspects of Writing.

Assessments:

GRADE 7 WRITING

Essential Question:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and punctuation make the meaning of the writing clearer to the reader?

Content:

- Editing skills in writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. MLR B_{1d} (Gr. 6-8), MLR D_{2a} (Gr. 6-8)
- Sentence formation MLR D_{1b} (Gr. 6-8)
- Pronouns agreeing with antecedents.
- Subject-verb agreement with intervening phrases and clauses.
- Verb tense consistency.

Skills & Processes:

- Use complete sentences with appropriate punctuation, including the punctuation of dialogue.
- Use a subject and verb agreement, e.g.: *The students in the classroom discuss many topics. The driver of the bus full of children drives with extreme caution.* MLR D_{1a} (Gr. 6-8)
- Understand that pronouns need to agree with antecedents, e.g.: *All students should bring their notebooks to class. Each student must provide his own pen.* MLR D_{1a} (Gr. 6-8)
- Choose and maintain tense (present, past, future) throughout an entire paragraph.
- Proofread and edit drafts with teacher assistance, peer conference, and growing independence.
- Understand that verbs must agree with subjects.
- Check spelling, using dictionaries and/or electronic tools.
- Examine sentences to identify parts of speech with the intent of improving sentence structure and variety.
- Use of MEA Writing Rubric for Persuasive/Argumentative Writing – Standard English Conventions.

Assessments:

GRADE 8 ORAL LANGUAGE

Essential Question:

- How can active listening and effective oral language enhance the exchange of information?

Content:

- Ways to communicate as a leader and contributor.
 - Ways to evaluate own contributions to discussions.
 - Ways to summarize and evaluate group activities . MLR E_{1b} (Gr. 6-8)
 - Ways to analyze the effectiveness of participant interactions.
- } Social Studies
A_{2a} and A_{2b}
MLR
(Gr. 6-8)

Skills & Processes: (Note: excellent resource - Quality Questioning by Jackie A. Walsh and Beth D. Sattess, Corwin Press.)

- Ensure that all group members participate in the exchange of information.
- Use strategies that contribute to the discussion.
- Receive and understand feedback from the others.
- Respond to questions.
- Relate and retell information.
- Restate briefly and critically the main idea(s) or theme(s) discussed within a group.
- Focus on what is said and what is implied.
- Summarize what is heard.
- Retain and rethink what is heard.
- Infer and assimilate new ideas.
- Use a checklist and/or rubric to evaluate participation of self and others.

Assessments:

GRADE 8 ORAL LANGUAGE

Essential Question:

- How can one effectively receive and deliver information to increase comprehension?

Content:

- How to listen critically and express opinions in oral presentations by:
 - recognizing that facts can be verified and that opinions cannot;
 - recognizing that each member brings to the group a viewpoint reflective of his or her background;
 - paraphrasing and putting into their own words what has been said by others;
 - summarizing by restating the main points more succinctly than the original presentation; and
 - organizing a presentation.
- An oral presentation uses the following steps:
 - determine topic and purpose;
 - identify the intended audience;
 - gather information;
 - organize the information with outlines, file cards, or graphic organizers;
 - create visual aids; MLR E_{2a} (Gr. 6-8)
 - choose vocabulary appropriate to purpose and audience;
 - phrase with grammatically correct language; and
 - practice delivery.

Skills & Processes:

- Take two-column notes when listening to record facts/opinions or two differing viewpoints – activity.
- Organize convincing arguments to include:
 - facts;
 - statistics;
 - examples;
 - expert authority; and
 - logical reasoning.
- Restate what others have said.
- Use rules and strategies for summarizing, such as the following:
 - delete trivia and redundancy;
 - substitute a general term for a list; and

- find or create a main idea statement.

Required Activities:

- Presentation

Assessments:

From the SDHS – Look at common rubric on Oral Presentation Rubric

GRADE 8 ORAL LANGUAGE

Essential Question:

- How do persuasive/argumentative techniques affect decision making?

Content:

- Analysis of mass media messages by:
 - evaluating the persuasive/argumentative technique being used;
 - describing the possible cause-effect relationships between mass media coverage and public opinion trends; MLR A_{4d} (Gr. 8) and
 - evaluating sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.
- Persuasive argumentative techniques used in the media, including:
 - **name calling** or **innuendo** – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language; MLR A_{4f} (Gr. 8)
 - **glittering generalities** or **card stacking** – telling only part of the truth; generalizing from a shred of evidence; MLR A_{4f} (Gr. 8)
 - **bandwagon** – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd; MLR A_{4f} (Gr. 8)
 - **testimonials** – using the declaration of a famous person or authoritative expert to give heightened credibility; MLR A_{4f} (Gr. 8)
 - **appeal to prestige, snobbery, or plain folks** – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; MLR A_{4f} (Gr. 8) and
 - **appeal to emotions** – connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice. MLR A_{4f} (Gr. 8)
- Relationship between causes and effects.
- Cause may have multiple effects.
- Effect may have multiple causes.
- Effects of persuasive/argumentative messages on the audience.

Skills & Processes:

- Identify and analyze persuasive/argumentative techniques used in the media. MLR A_{4d}
- Describe the effect of persuasive/argumentative messages in the media on the audience.
- Identify and evaluate word choice in the media.
- Identify and analyze choice of information in the media.

- Identify and analyze viewpoint in the media.
- Identify public opinion trends and possible causes.
- Identify the sources and viewpoint of publications.

Assessments:

GRADE 8 READING

Essential Question:

- How do analyzing words and language develop vocabulary?

Content:

- The application of knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development by: MLR A_{1d} (Gr. 8)
 - identification of simile, metaphor, personification, hyperbole, and analogy and
 - using context, structure, connotations to determine meaning of words and phrases.

Skills & Processes:

- Recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti* or *carnival* and *valedictorian*.
- Word analysis:
 - suffixes;
 - prefixes; and
 - root words.
- Apply and analyze relationships common to analogy construction:
 - type or example – cinnamon: spice;
 - characteristics – glass: breakable;
 - association – bow: arrow;
 - operator – car: driver;
 - degree – pleased: ecstatic;
 - mathematical – three: six; and
 - number – louse: lice.
- Use both context and reference skills independently to determine the nuances and connotations of words.
- Understand, evaluate, and use figurative language, including:
 - **simile** – figure of speech that uses the words *like* or *as* to make comparisons;
 - **metaphor**– figure of speech that *implies* comparisons;
 - **personification**– figure of speech that applies human characteristics to non-human objects; and
 - **hyperbole** – intentionally exaggerated figure of speech.
- Use word structure to analyze and relate words.
- Recognize internal and external inflections that change meaning and pronunciation.

- Recognize that words have nuances of meaning and that understanding the connotative and denotative meaning of words may be necessary to determine the appropriate meaning. MLR A_{1c} (Gr. 8)
- Recognize that figurative language and analogy enrich text.

Assessments:

- By the end of the Eighth Grade, students will be reading independently at the rate of 130-165 words per minute with an accuracy rate of 97-98%.

GRADE 8 READING Literary Texts

Essential Question:

- How do comprehension strategies help gain meaning across genres?

Content:

- Analysis of a variety of narrative and poetic forms by:
 - use of symbols and figurative language ;
 - inferred main ideas or themes, using evidence from the text as support; MLR A_{2a} (Gr. 8)
 - use of characters, conflict, point of view, and tone to create meaning;
 - use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice;
 - authors' styles; and
 - plot
 - initiating event MLR A_{2b} (Gr. 8)
 - rising action MLR A_{2b} (Gr. 8)
 - climax MLR A_{2b} (Gr. 8)
 - falling action MLR A_{2b} (Gr. 8)
 - resolution. MLR A_{2b} (Gr. 8)
- **Initiating event** is the incident that introduces the central conflict in a story; it may have occurred before the story opens.
- **Tone** is used to express a writer's attitude toward the subject.
- **Voice** shows an author's personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. Voice is the imprint of the writer – the capacity to elicit a response from the reader.
- **Mood** refers to the emotional atmosphere produced by an author's use of language.
- **Point of view** is the way an author reveals events and ideas in a story. With an omniscient or "all knowing" point of view, a narrator sees all, hears all, and knows all. By contrast, a limited point of view depicts only what one character or narrator sees, hears, and feels. The point of view may be first person, narrated by someone outside the story or a character within the story. The point of view may also be third person, limited or omniscient, depending on what is known of the story.
- A **symbol** is anything that represents something else, often by indirect association or by the convention of an emblem, token, or word. In both prose and poetry, concrete objects used as symbols stand for larger ideas or feelings. The general characteristic of poetry, i.e., its suggestiveness, makes possible the expression of

complex feelings and experiences in a few words. Symbolism, like metaphor, imagery, and allusion, is a powerful instrument for the expression of large worlds of meaning in a few words.

Skills & Processes:

- Understand the elements of story, including:
 - setting – time, place, and duration in a story;
 - character(s), either:
 - **static (flat)** – remaining the same during the course of the story, or
 - **dynamic** – changing during the course of and as a result of the story.
 - external conflicts, such as:
 - individual vs. individual;
 - individual vs. nature;
 - individual vs. society;
 - individual vs. supernatural; and
 - individual vs. technological
 - internal conflict – individual vs. self
 - plot
 - initiating event; MLR A_{2b} (Gr. 8)
 - rising action; MLR A_{2b} (Gr. 8)
 - climax; MLR A_{2b} (Gr. 8)
 - falling action; MLR A_{2b} (Gr. 8) and
 - resolution. MLR A_{2b} (Gr. 8)
 - theme MLR A_{2e} (Gr. 8)
- Understand and analyze elements of an author’s style, including:
 - dialogue;
 - sentence structure;
 - language patterns; and
 - tone.
- Differentiate among points of view in stories, including:
 - first person; MLR A_{2c} (Gr. 8)
 - third person limited to a character or narrator; and MLR A_{2c} (Gr. 8)
 - third person omniscient. MLR A_{2c} (Gr. 8)
- Understand an author’s use of literary devices, including:
 - **foreshadowing** – the giving of clues to hint at coming events in a story; MLR A_{2d} (Gr. 8)
 - **irony** – the implication, through plot or character, that the actual situation is quite different from that presented;
 - **flashback** – a return to an earlier time in the course of a narrative to introduce prior information. MLR A_{2d} (Gr. 8)
 - **symbolism** – the use of concrete and recognizable things to represent idea. MLR A_{2d} (Gr. 8)
 - **compare and contrast an author’s choice of sound elements in prose and poetry, including:** MLR A_{2d} (Gr. 8)

- **rhyme** – recurring identical or similar final word sounds within or at the ends of lines of verse;
 - **rhythm** – the recurring pattern of strong and weak syllabic stresses;
 - **meter** – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;
 - **repetition** – repeated use of sounds, words, or ideas for effect and emphasis;
 - **alliteration** – repetition of initial sounds, e.g., *picked a peck of pickled peppers*;
 - **assonance** – repetition of vowel sounds, e.g., *mad hatter*
 - **consonance** – repetition of final consonant sounds, e.g., *east/west*; and
 - **onomatopoeia** – the use of a word whose sound suggests its meaning, e.g., *buzz*.
- Analyze an author’s style.
 - Compare and contrast the characteristics of literary forms including:
 - novel;
 - short story;
 - biography;
 - essay;
 - speech; and
 - poetry.
 - Understand **characterization** as the way that an author presents a character and reveals character traits.
 - Analyze poetic devices in prose and poetry, including:
 - word choice; MLR A_{2f} (Gr. 8)
 - figurative language; MLR A_{2f} (Gr. 8)
 - symbolism; MLR A_{2f} (Gr. 8)
 - imagery; MLR A_{2f} (Gr. 8)
 - rhyme; MLR A_{2f} (Gr. 8)
 - rhythm; MLR A_{2f} (Gr. 8)
 - repetition; MLR A_{2f} (Gr. 8)
 - sound elements; MLR A_{2f} (Gr. 8)
 - pun; and MLR A_{2f} (Gr. 8)
 - oxymoron. MLR A_{2f} (Gr. 8)
 - Define an author’s tone, including:
 - serious;
 - solemn;
 - sarcastic;
 - objective;
 - enthusiastic;
 - humorous;
 - hostile;
 - disapproving;
 - personal; and

- impersonal.
- Identify poetic forms, such as:
 - **sonnets** – a special form of poetry that combines 14 iambic pentameter lines in one of several possible rhyme schemes (Italian and Elizabethan);
 - **ballad** – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;
 - **free verse** – poetry with neither regular meter nor rhyme scheme;
 - **couplet** – a pair of rhyming lines; and
 - **quatrain** – a stanza containing four lines.
- Make inferences, draw conclusions, and point to an author’s implications in the text.
- Oral Reading Fluency:
 - reads with expression emphasizing key phrase and words (informational text) and reads with expression that reflects mood, pace, and tension (fiction);
 - makes appropriate pauses, heeds punctuation; uses longer meaningful phrases;
 - reads 130-165 WPM; and
 - accuracy of 97-98%.
- Metacognition Comprehension Strategies:
 - questioning;
 - making connections;
 - inferring;
 - visualizing; and
 - responding
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Summarizing information from the text that accurately responds to question(s) or prompt(s).
- Literal comprehension and note taking summarizing in own language including most of the important characters’ names, some details, and many of the important event sin sequence from the beginning, middle, and end.
- Interpret understanding important text implication(s) including relevant supporting details.
- Reflect significant message or event and a relevant reason for opinion.
- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy, which may include details.

Assessments:

- By the end of the Eighth Grade, students will be reading independently at the rate of 130-165 words per minute with an accuracy rate of 97-98%.

GRADE 8 READING Informational

Essential Question:

- How do comprehension strategies help to gain meaning with informational texts?

Content:

- Read, comprehend, and analyze a variety of informational sources by:
 - drawing on background knowledge and knowledge of text structure to understand selections; MLR A_{1a} (Gr. 8)
 - analyzing author’s credentials, viewpoint, and impact; MLR A_{3c} (Gr. 8)
 - analyzing author’s use of text structure and word choice; MLR A_{3c} (Gr. 8)
 - analyzing details for relevance and accuracy; MLR A_{3c} (Gr. 8) [Social Studies MLR A_{1c} (Gr. 6-8)]
 - reading and following instructions to complete an assigned task
 - summarizing and critiquing text; MLR A_{1f} (Gr. 8) [Social Studies MLR A_{1h} (Gr. 6-8)]
 - evaluating and synthesizing information to apply in written and oral presentations;
 - drawing conclusions based on explicit and implied information; MLR A_{3d} (Gr. 8) and
 - making inferences based on explicit and implied information.

Skills & Processes:

- Activate prior knowledge before reading by use of:
 - small-group or whole-class discussion;
 - anticipation guides; and
 - preview of key vocabulary.
- Analyze and record information, using internal text structures, including:
 - cause-and-effect;
 - comparison/contrast;
 - enumeration or listing;
 - sequential or chronological;
 - concept/definition; and
 - generalization.
- Use rules and strategies for summarizing, such as the following:
 - delete trivia and redundancy;
 - substitute a general term for a list; and
 - find or create a main idea statement.

- Read and follow multi-step directions to complete an application or a complex task (i.e. constructing a structure, completing a recipe, assembling a model, participating in a game, arriving at a destination, completing a form, and programming an electronic device, etc.) MLR A_{3e} (Gr. 8)
- Use external text structures such as the following to enhance comprehension and note taking:
 - boldface and/or italics type;
 - type set in color;
 - underlining;
 - indentation;
 - sidebars;
 - illustrations, graphics, and photographs;
 - headings and subheadings; and
 - citations.
- Analyze an author’s choice of details by examining:
 - accuracy;
 - placement;
 - thoroughness;
 - relevance; and
 - effectiveness.
- Use graphic organizers, such as “It says... I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.
- Activate prior knowledge before reading.
- Make predictions prior to and during the reading process.
- Recognize an author’s viewpoint and use of persuasive language.
- Read and analyze writing critically.
- Choose graphic organizers based on the internal text structure most prevalent in the text.
- Use graphic organizers and/or rules to analyze and summarize text.
- Use evaluation and conclusion to make reasonable inferences about what has been read by combining new information with what was known prior to reading.
- Oral Reading Fluency:
 - reads with expression emphasizing key phrase and words (informational text) and reads with expression that reflects mood, pace, and tension (fiction);
 - makes appropriate pauses, heeds punctuation; uses longer meaningful phrases;
 - reads 130-165 WPM; and
 - accuracy of 97-98%.
- Metacognition Comprehension Strategies:
 - using background knowledge ;
 - questioning;
 - making connections ;
 - determining importance;
 - inferring; and
 - visualizing.

- Read several texts on a similar topic and synthesize what is read in writing to be presented.
- Evaluate an author’s choice of words and images.
- Recognize an author’s use of connotations, persuasive language, and craftsmanship to convey viewpoint.
- Question and predict at least 2 reasonable questions and predictions that go beyond the text read aloud.
- Literal comprehension and note taking of information from the text that accurately responds to question(s) or prompt(s).
- Summarizing in own language including many important ideas, some vocabulary, and supporting facts from each section.
- Interpret understanding important text implication(s) including relevant supporting details.
- Reflect significant message or information and a relevant reason for opinion.
- Metacognitive awareness of at least 1 specific example from the text related to the identified strategy which may include details.

Assessments:

- By the end of the Eighth Grade, students will be reading independently at the rate of 130-165 words per minute with an accuracy rate of 97-98%.
- DRA – Fall and Spring

Fall – Fiction

“The Missing Link”

Spring – Nonfiction/Informational

“Surtsey – Birth of an Island”

GRADE 8

BECOMING AN INDEPENDENT READER

Essential Question:

- What is needed to become a lifelong reader?

Content:

- Identify:
 - what types of books do I like to read?
 - how do you locate a book of your interest level and reading level?
 - what I can learn from the books I am reading?
 - how I can continue to develop as a reader?
- Characteristics of a critical reader:
 - enjoy reading; read often, and read a wide variety of genres to meet multiple purposes;
 - successfully select texts that match their reading level, interests, and purposes;
 - are confident about their ability to read, are aware of their strengths as readers, and are goal-directed;
 - read appropriately leveled texts with a high level of accuracy, monitor meaning, and use fix-up strategies to quickly self-correct miscues that interfere with meaning;
 - read quickly and smoothly;
 - read in longer, meaningful phrases with effective expression;
 - review texts, making predictions about what is likely to happen or identifying topics and information that may be included;
 - ask themselves questions prior to and during the reading of a text;
 - use text features (e.g., charts, graphs, headings) and graphic organizers;
 - comprehend what they read (silently or orally) and are able to use their own language and key vocabulary from the text to identify and organize important information into an adept written summary;
 - understand what is explicitly stated in the text;
 - interpret what they read by making inferences and making connections;
 - support their responses (inferences and connections) with information from the text;
 - reflect and determine significance, and/or evaluate what they read;
 - support their responses with reasons and personal or text examples; and
 - are aware of the strategies they use to construct and monitor meaning while reading.

Skills & Processes:

- Read a minimum of one fiction/nonfiction book a quarter/trimester.

- Critically reading fiction and nonfiction texts of their own choosing.
- Reflect on their reading in a variety of ways (i.e. rubrics).

Activities:

- Assess one’s/other’s reflection using DRA rubric.
- Select and read at least one book each quarter/trimester.

Assessment:

Gr. 8 – Reading Engagement Rubric – Fall and Spring

DRA 2 Continuum				
	Intervention	Instructional	Independent	Advanced
Reading Engagement				
Wide Reading	1 Rhyme below grade level; limited reading experiences and book knowledge	2 2-3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2-3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/ Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2-3 specific strengths <u>and</u> goals related to the reading process; 2-3 step plan
Score	2 3	4 5	6 7	8

Grade 8

Name: _____

My Reading Goals

These are goals decided upon by my teacher and me to help me become a better reader.

Date	Goal	Achieved

Genres I Read in the Month of _____

30									
28									
26									
24									
22									
18									
16									
14									
12									
10									
8									
6									
4									
2									
0									
	Fantasy	Realistic Fiction	Mystery	Science Fiction	Traditional Literature	Poetry	Historical Fiction	Biography	Informational

Genres at a Glance

Fiction		
Code	Genre	Definition
TL	Traditional Literature	Stories that are passed down from one group to another in history. This includes folktales, legends, fables, fairy tales, tall tales, and myths from different cultures.
F	Fantasy	A story including elements that are impossible such as talking animals or magical powers. Make-believe is what this genre is all about.
SF	Science Fiction	A type of fantasy that uses science and technology (robots, time machines, etc.)
RF	Realistic Fiction	A story using made-up characters that could happen in real life.
HF	Historical Fiction	A fictional story that takes place in a particular time period in the past. Often the setting is real, but the characters are made up from the author's imagination.
M	Mystery	A suspenseful story about a puzzling event that is not solved until the end of the story.

Nonfiction		
Code	Genre	Definition
I	Informational	Texts that provide facts about a variety of topics (sports, animals, science, history, careers, travel, geography, space, weather, etc.)
B	Biography	The story of a real person's life written by another person.
AB	Autobiography	The story of a real person's life that is written by that person.

Other Genre		
Code	Genre	Definition
P	Poetry	Poetry is verse written to create a response of thought and feeling from the reader. It often uses rhythm and rhyme to help convey its meaning.

GRADE 8 WRITING

Essential Question:

- How does a combination of organizational skills and writing strategies help to convey the written message across genres?

Content:

- Write in a variety of forms, including expository, persuasive, and informational by: **focus on argumentative writing**
 - prewriting strategies to generate and organize ideas; MLR B_{1e} (Gr. 6-8)
 - organizing details to elaborate the central idea; MLR B_{1e} (Gr. 6-8)
 - selecting specific vocabulary and information; MLR B_{1e} (Gr. 6-8)
 - revised writing for word choice, sentence variety, and transitions among paragraphs; MLR B_{1e} (Gr. 6-8)
 - technology; MLR B_{1e} (Gr. 6-8) and
 - supporting details and examples.
- Writing process (i.e., prewriting, drafting, revising, editing, publishing)
- Argumentative Writing:
 - clear and consistent statement of position (or conclusions draw from evidence);
 - logical organization;
 - sufficient specific evidence to support position; and
 - correct use of standard English conventions.

Skills & Processes:

- Write in a variety of forms, including:
 - **argumentative** - after reading 2 selections, take a stand on an issue and support that stand with details and explanations ;
 - **persuasive** – writing to influence the reader or listener to believe or do as the author or speaker suggests; MLR A_{2g} (Gr. 8)
 - **expository** – writing to explain and build a body of well-organized and understandable information; and
 - **informational** – writing to put forth information, frequently used in textbooks and the new media.
- Use a variety of prewriting strategies, including:
 - brainstorming;
 - webbing;
 - mapping;
 - outlining;
 - clustering;
 - listing; and

- using graphic organizers.
- Use written expression to draft and revise compositions with attention to:
 - voice; MLR B_{2a} (Gr. 6-8)
 - tone; MLR B_{2a} (Gr. 6-8)
 - selection of information and details;
 - embedded phrases and clauses that clarify meaning and increase variety;
 - vivid and precise vocabulary;
 - figurative language;
 - sentence variety; and
 - transitional words and phrases.
- Apply revising procedures, including:
 - rereading; MLR B_{1c} (Gr. 6-8)
 - reflecting; MLR B_{1c} (Gr. 6-8)
 - rethinking; MLR B_{1c} (Gr. 6-8)
 - rewriting; MLR B_{1c} (Gr. 6-8)
 - including vivid vocabulary; MLR B_{1c} (Gr. 6-8)
 - combining sentences for variety and rhythm; and MLR B_{1c} (Gr. 6-8)
 - providing transitions between ideas and paragraphs. MLR B_{1c} (Gr. 6-8)
- Use a process for writing, including:
 - planning;
 - drafting;
 - revising;
 - proofreading;
 - editing; and
 - publishing.
- Understand that good writing can occur by using descriptive details and examples *horizontally* within a sentence to give detail and depth to an idea, or *vertically* from paragraph to paragraph chronologically.
- Use peer and individual revising and editing.
- Understand that good writing has been improved through revision.
- Use word processing tools, including spell checkers and grammar checkers.
- Understand and apply the elements of composing:
 - central idea;
 - elaboration;
 - unit; and
 - organization.
- Recognize and apply terms illustrative of tone, such as:
 - serious;
 - sarcastic;
 - objective;
 - enthusiastic;
 - solemn;
 - humorous;
 - hostile;
 - personal; and

- impersonal.
- Write open-ended responses with supporting details from the selection read (i.e., literal comprehension, interpretation, and reflection).
- Use of MEA Writing Rubric for Persuasive/Argumentative Writing – Stylistic and Rhetorical Aspects of Writing.

Assessments:

GRADE 8 WRITING

Essential Question:

- How does editing for correct sentence formation, grammar, capitalization, spelling, and punctuation make the meaning of the writing clearer to the reader?

Content: [Parts of MLR D_{1, 2} (Gr. 6-8) covered.]

- Editing writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing by: MLR B_{1d} (Gr. 6-8)
 - punctuating correctly varied sentence structures to include conjunctions and transition words;
 - choosing correct case and number for pronouns in prepositional phrases with compound objects;
 - maintaining consistent verb tense across paragraphs ; and
 - comparative and superlative degrees in adverbs and adjectives.

Skills & Processes:

- Use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses. MLR D₂ (Gr. 6-8)
- Use a singular verb with a singular subject and a plural verb with a plural subject, e.g., *John buys lunch, but most of his friends bring lunches from home.*
- Use objective pronouns in prepositional phrases with compound objects, e.g., *Grandma gave cookies to Peter and me.*
- Choose and maintain tense (present, past, future) and throughout an entire paragraph or text.
- Use comparative and superlative adjectives, e.g., *Jim as the brightest student in the middle school. He was even brighter than some of the students in the high school.*
- Use comparative and superlative adverbs, e.g., *The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.*
- Use and correctly punctuate transitional words, such as *furthermore, however, since, and next.*
- Use and correctly punctuate conjunctions, such as *either/or* and *neither/nor.*
- Proofread and edit drafts with teacher assistance, peer conferencing and growing independence.
- Pronouns need to agree with antecedents in gender, number, and person, e.g., *All students should bring their notebooks to class. Each student must provide his own pen.*

- Use subject and verb agreement
- Assess their writing to the Standard English Conventions section of MEA Writing Rubric.
- Use of MEA Writing Rubric for Persuasive/Argumentative Aspects of Writing – Standard English Conventions.

Assessments:

GRADE 9 CORE ENGLISH I

Essential Question:

- How are universal themes that reflect the human condition communicated through literature?

Unit Title: Hero Unit

How does an analysis of the characters' external and internal conflicts affect how we as a society view people?

Unit Description: What is it that makes a hero? How do you define a heroic deed? Are you heroic? Do heroes always keep their status, or can they “fall from grace?” Is there really such a thing as a hero? Through class readings, speeches, and film and documentary viewings, students will create a definition for a hero along with a description of hero archetypes.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction, print and non print media, and speakers (9.01).
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience (9.02).
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03).
- Students understand and consistently use the conventions of Standard English when writing and speaking (9.04).
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05).

Content:

- Evaluate the effective use of a genre of literature related to its intended purpose and audience. MLR A₂h (Gr. 9-D)
- Definition and characteristic of a hero.
- Expand on the importance of heroes and how we, as a society, view heroes citing information learned through unit readings and class discussions. MLR E₁c (Gr. 9-D)
- Analysis of conflict used by an author with supporting text details. MLR A₂g (Gr. 9-D)

Skills & Processes:

- Participate in discussion groups and journaling.
- Evaluate the importance of heroes and how we, as a society, view heroes citing information learned through unit readings, and class discussions. MLR B_{3a} (Gr. 9-D)
- Identify and analyze the five types of conflict found in literature using unit readings. MLR A_{2a} (Gr. 9-D)
- Compose, edit, revise, and create final drafts of paragraphs and five-paragraph essay with correct English conventions. MLR B_{1c, d, e} (Gr. 9-D)

Suggested Activities:

- Listen to Martin Luther King's "I Have a Dream" speech.
- Read heroism articles and super hero comic books.
- Watch *Rosa Parks* and *The Odyssey*.
- Read Heroes and The Adventures of Ulysses.
- Conduct a survey of students and adults to gather data and analyze views on heroes.
- Journal on reading selections.
- Develop questions for, and discuss, in small and large groups, all selections.

Suggested Materials:

- Novels, such as To Be a Hero, anthology, articles, speech, and videos
- Journal
- Three ring binder for notes, handouts and vocabulary
- Laptop/Noteshare

Assessments:

- Heroes (i.e., Rosa Parks Hero Essay*)
- Test: like Heroes
- Conflict Project*
- Film/ Book Comparison
- Hero iMovie, Slide show, or Comic Book*

GRADE 9 CORE ENGLISH I

Essential Question:

- How do comprehension strategies help to gain meaning across genres?

Unit Title: Friendship Unit

Unit Description: What are the qualities of a good friend? How do you choose your friends? How do you keep friends? What do friends do for each other? How necessary are friends? By reading a novel, along with short stories and essays on friendship, students will reflect on the above questions and come to their own conclusions about the importance of friendship and the characteristics of a good friend.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction, nonfiction (9.01).
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03).
- Students understand and consistently use the conventions of Standard English when writing and speaking (9.04).
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05).

Content:

- Basic elements of plot (character, narration, setting, conflict, resolution).
- Various reading comprehension strategies (i.e., Question Answer Relationship, Double Entry Journal, Free Response, Reflective Role Play, Venn Diagram, etc.) and apply them to unit readings, and evaluate their usefulness in comprehending text.

Skills and Processes:

- Determination the effects of common literary devices on the style and tone of a text. MLR A_{2c} (Gr. 9-D)
- Evaluation of the theme or themes, whether explicitly stated or implied, in a literacy text. MLR A_{2d} (Gr. 9-D)
- Identification, comparison, and analysis of recurring themes across works. MRL A_{2e} (Gr. 9-D)
- Apply comprehension strategies to unit readings, and evaluate their usefulness in comprehending text. MLR A_{1a} (Gr. 9-D)

- Practice communication skills through participation in discussion groups and journaling. MLR E_{2a, d} (Gr. 9-D)
- Reflect on the importance of friendship in their own lives and the lives of the characters they read about.
- Determine meaning of unfamiliar words through text context. MLR A_{1c} (Gr. 9-D)

Suggested Activities:

- Choose one of the practiced reading comprehension strategies to use throughout the reading of That was Then, This is Now or Pigman.
- Read short stories, novel, and personal essays on friendship using a variety of reading strategies (i.e., Question Answer Relationship, Double Entry Journal, Free Response, Reflective Role Play, Venn Diagram, etc.)
- Author research activity.
- The basic five (plot) review sheet - Be ready to automatically identify these within the selection. – Class terminology.
- Lingo of the times (1970's) activity.
- Journal on reading selections.
- Develop questions for, and discuss, in small and large groups, all reading selections.

Suggested Materials:

- That Was Then, This Is Now or Pigman novel
- Short story, poetry, and personal essay handouts from That's What Friends Are For
- Laptop/Noteshare
- Three ring binder for notes, handouts and vocabulary

Assessments:

- Short Story Quiz
- Reading Strategies Reflection Presentation*
- Test: like That Was Then, This Is Now
- Friendship Definition Project*

GRADE 9 CORE ENGLISH I

Essential Question:

- How can our experiences be expressed through poetry?

Unit Title: Poetry Unit

Unit Description: What is the point of a poem? How is it different than prose? Students will examine how poems are used to show experiences, not tell them. Through reading, discussing, and modeling students will write original poetry that shows an experience and uses sensory detail and figurative language.

SDHS Standards:

- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03).
- Students will understand and consistently use the conventions of Standard English when writing and speaking (9.04).
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05).

Content:

- Identify the form, sensory images, and figurative language in free verse poetry.
- Difference between poetry and prose.
- Poetic patterns.

Skills and Processes:

- Practice active listening (i.e., dictation, pausing, tone, tempo, word choice).
- Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme. MLR A_{2f} (Gr. 9-D)
- Identify form, sensory images, and figurative language in free verse poetry.
- Apply form, sensory images and figurative language to their own poetry compositions. MLR B_{1b}, B_{2a}, D_{1a} (Gr. 9-D)
- Students will write poetry with a consistent English conventions pattern. MLR B_{1d}, D_{2a} (Gr. 9-D)
- Compare types of poetry. MLR A_{2g} (Gr. 9-D)

Suggested Activities:

- Dictate, copy, read, and analyze poems. MLR A_{1e} (Gr. 9-D)
- Write poetry.
- How to edit and editing questions activity.
- A Picture is Worth a Thousand Words activity.
- Develop questions for, and discuss, in small and large groups, poem selections.

Suggested Materials:

- Journal for dictation, composition.
- Copies of poems.
- Three ring binder for notes, handouts and vocabulary.

Assessments:

- Poem Quiz
- Poetry Collection*

GRADE 9 CORE ENGLISH I

Essential Question:

- What role do literary symbols play in making meaning across genres?

Unit Title: Symbols in Text – Part I

Unit Description: How do we know if a text is literal or has a deeper meaning? How do we make meaning from what we read? What role do symbols play in making meaning? Students will study symbolism in text to “dig below the surface” and find hidden meaning in an author’s words.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction (9.01).
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience (9.02).
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05).

Content:

- Symbols used in literature (i.e., metaphor, simile, personification, synecdoche, etc.).
- Author’s use of symbols.

Skills and Processes:

- Students will identify and analyze symbols in text. MLR A_{1d} (Gr. 9-D)
- Students will describe themselves using symbols. MLR A_{1b} (Gr. 9-D)
- Students will evaluate authors' choices of symbols within text. MLR A_{1d} (Gr. 9-D)

Suggested Activities:

- Identifying everyday symbols.
- Read selections from a text like The House on Mango Street and various poems to identify and analyze symbols in text.
- Write me poem that uses symbols.
- Develop questions for, and discuss, in small and large groups, reading selections.

Suggested Materials:

- Poetry and Vignette handouts.
- Three ring binder for notes, handouts and vocabulary.

Assessments:

- Me Poem*
- “Chanclas” Quiz
- “My Name” Test*

GRADE 9 CORE ENGLISH I

Essential Question:

- How do we make meaning from what we read?

Unit Title: Symbols in Text – Part II

Unit Description: How do we make meaning from what we read? Is there a point where there are too many symbols? Too much meaning? Can the same symbol have multiple or even contradictory meaning within a text? Students will continue their study of symbolism by analyzing symbols within a trilogy to determine an author's intent.

SDHS Standards:

- Students will be critical readers, of a variety of sources and texts including fiction (9.01).
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience (9.02).
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03).

Content:

- Symbols and their function in text. MLR A_{1d} (Gr. 9-D)
- How to create and use symbols.
- The role of specific symbols and its impact on the meaning of a text. MLR A_{1d} (Gr. 9-D)

Skills/Process:

- Use symbols to illustrate how they interact with a text.
- Analyze and compare symbols within one text.
- Evaluate the author's choices of symbols.
- Defend the meaning of the text drawing on symbols as evidence.

Suggested Activities:

- Art and Color Activity.
- Artist Research
- Read selections from a text like Lois Lowry to compare and analyze symbols in text.

- Develop questions for, and discuss, in small and large groups, including literature circles, reading selections.

Suggested Materials:

- Lois Lowry books (The Giver, Gathering Blue, The Messenger).
- Three ring binder for notes, handouts and vocabulary.
- Laptop

Assessments:

- Artist mini report
- Symbolic Story Representation
- Book Analysis Project*

GRADE 9 CORE ENGLISH I

Essential Question:

- How are universal themes that reflect the human condition communicated through literature? MLR A_{2b} (Gr. 9-D)

Unit Title: Recollection

- How do your lifetime experiences shape you?

Unit Description: How do your lifetime experiences shape you? Your values? Your goals? The decisions you make? Students will use class readings and discussions, as well as reflections of important events in their own lives, to help determine how their experiences shape who they are now, and who they might be later.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction (9.01).
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience (9.02).
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03).
- Students will understand and consistently use the conventions of Standard English when writing and speaking (9.04).
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05).

Content:

- Multi-genre writing collection.
- Determine effects of common literary devices.
- Evaluate theme or theme(s).
- Identification, comparison, analysis of recurring themes across works.
- Roles in literature circle.
- Journaling techniques.
- Types of narration. MLR A_{2b} (Gr. 9-D)
- Writing using correct conventions.
- Identify, compare, analyze recurring themes across works.

Skills and Processes:

- Determine effects of common literary devices.
- Evaluate theme or themes.
- Identify, compare, and analyze recurring themes across works.
- Use communication skills through participation in literature circles and journaling.
- Reflect on their lives and the lives of the characters they read about focusing on location, relationships and experiences.
- Compare and contrast their lives with the lives of characters they read about.
- Identify and evaluate types of narration. MLR A_{2b} (Gr. 9-D)
- Write paragraphs and essays to create a collection of written work with correct English conventions. MLR B_{1d, e}, D_{1a}, D_{2a} (Gr. 9-D)
- Create a collection of written work that reflects as the student's life and compares that life to those of the characters in unit readings. MLR B_{1b, c}, B_{2a, b}, E_{1c} (Gr. 9-D)

Suggested Activities:

- Read a variety of titles (i.e., Carver: A Life in Poems, To Kill a Mockingbird, and Walter Dean Myers choice book (Monster, Bad Boy: A Memoir, Somewhere in the Darkness, Dream Bearer, 145th Street).
- Author research
- Identify types of narration.
- Web log about readings.
- Map the town of Maycomb.
- Recreate the trial of Tom Robinson.
- Values Checklist.
- Develop questions for, and discuss, in small and large groups, including literature circles all reading selections.

Suggested Materials:

- Variety of possible titles (i.e., To Kill A Mockingbird, Carver: A Life in Poems, Walter Dean Myers novel).
- *To Kill a Mockingbird* film.
- Short memoir handouts and poems.
- Laptop.
- Three ring binder for notes, handouts, and vocabulary.

Assessments:

- Web log posts
- Carver Poem Analysis*
- Childhood Recollection Project*
- Test like: To Kill A Mockingbird
- Comparative Values Essay*

GRADE 10 CORE ENGLISH II

Essential Question:

- How can the elements of literature be applied to all genres?

Unit Title: Short Story

Unit Description: Students read, write, and discuss several short stories with a common theme such as coming of age. At the conclusion, students demonstrate understanding and mastery of various writing and critical techniques by analyzing a self-selected short story and creating a visual project illustrating the six elements of literature in that story.

SDHS Standards:

- Students will be independent and critical readers of a variety of texts, including complex texts.
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English.

Content:

- Essential elements of literature.
- Essay format.
- Editing and proofreading skills.

Skills and Processes:

- Critically and independently read a variety of short stories.
- Identify, apply and analyze the six elements of literature, including: plot, setting, conflict, point of view, characterization and theme. MLR A_{2a}, A_{2b} (Gr. 9-D)
- Edit their written analyses for correct use of Standard English using the writing process (i.e., prewriting, drafting, revising, editing, publishing). MLR B_{1b}, B_{1c}, B_{1d}, B_{1e}, D_{2a}, E_{2a} (Gr. 9-D)

Suggested Activities:

- Students will read aloud short stories that emphasize the six elements of literature.
- Students apply information from the six mini-lessons to plot a story on a graph, create a setting piece, and character sketch.
- At the end of the unit, students select and read a coming of age story. They then create a three-dimensional project, a visual that includes the six elements, and a written analysis. MLR B₁, B_{1c}, B_{1d}, B_{1e} (Gr. 9-D)
- Students present the visual and analysis to the class. MLR E_{2a}, E_{2b}, E_{2c} (Gr. 9-D)

Suggested Materials:

- Coming of Age, Volumes I and II
- Literature about Youth and Adolescence by Bruce Emra
- Leaving Home ed. By Rochman and Campbell
- Going where I'm Coming from a multicultural anthology edited by Anne Mazer
- No Easy Answers edited by John Gallo
- Into the Widening World: International coming of age stories, edited by John Loughery.

Assessments:

- Setting piece.
- Character sketch.
- Written outline of analysis.
- Short story test.
- Typed analysis, visual and presentation.

GRADE 10 CORE ENGLISH II

Essential Question:

- How does literature reflect human experience?

Unit Title: Holocaust - an understanding of the diverse nature of society and the many dimensions of the human experience.

Unit Description: Core English II focuses on the study of a period of history through literature, primary sources, film and journalism. This time period is known as the Holocaust, from 1933-1945. Students read and discuss several news articles, an autobiography, and a self-selected book with a common theme, prejudice, and the dangers of discrimination. At the conclusion of several weeks, students will demonstrate understanding of the diverse nature of society and the many dimensions of the human experience.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build and understanding of the dimensions of human experience.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.

Content:

- Causes of prejudice.
- Vocabulary of the time period.
- Journalism techniques.
- Responding to literature.
- Holocaust through literature, primary sources, film and journalism. MLR B_{1a} (Gr. 9-D)
- Victim/perpetrator spectrum.

Skills/Processes:

- Blog skills.

- Critically and independently read news articles and an autobiography.
- Examine, evaluate and elaborate on the universal theme of prejudice and inhumanity.
- Create and revise questions, synthesize information from multiple sources and data gathered from interview. Students will integrate paraphrasing, direct quotes and citations into written text. Students will formulate questions, examine and critique information presented, and provide feedback.
- Research skills MLR E_{2a}, E_{2b}, E_{2c} (Gr. 9-D)

Suggested Activities:

- As a group, we will be reading books like *Night*, Elie Wiesel's first hand account of his life as a Jew in Auschwitz. Students will take a final test on the autobiography and vocabulary.
- Students will be offered many choices for a final project after reading *Night*, ranging from a 3-D sculpture, to a poem, a dramatic reading and more. These will be presented to the class, and will illustrate your reflection and response to the theme of prejudice.
- Each student will choose and read an individual book related to this theme. They will complete a book review answering the essential questions (such as, what is conflict?)
- In order to relate the Holocaust to modern times, each student will examine news articles and choose examples of modern prejudice, hate crime or genocide and create a tri-fold brochure.
- As a culminating event of the unit, Alex Wilde will visit our class. His coming of age took place during the Holocaust. After hearing about his experiences and talking with him, students will write a newspaper article about his presentation. This will give them the opportunity to learn journalism techniques and style.

Suggested Materials:

- *Night* by Elie Wiesel.
- Marvel, Maine's Virtual Library Data Base.
- Individual titles of varying lengths and complexity.
- Magazines and newspapers.

Assessments:

- Dialogue journals/blogs on assigned readings.
- News article after Wilde interview.
- Test: like *Night*.
- Visual and presentation.
- Tri-fold brochure.

GRADE 10 CORE ENGLISH II

Essential Question:

- How does personal inquiry direct a path of research?

Unit Title: I-Search

Unit Description: I-Search is an investigation, a four-week search for an answer to a burning question. This project is student-centered; the teacher does not assign the topic, as in typical research papers. The student creates a question that he/she is curious about, something he/she needs to know the answer to. The I-Search is designed to teach real life skills in writing, interviewing, researching, reporting and reading. It is called an I-Search because:

- I, the student, choose the topic.
- I investigate various resources to find the answer.
- I keep a record of my search and present it in first person, using the pronoun I.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of a variety of sources and texts, including fiction and nonfiction books; print and non-print media, and speakers.
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will understand and consistently use the conventions of Standard English when writing and speaking. MLR B_{1c}, B_{1d}, B_{1e}, D_{2a} (Gr. 9-D)
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources. MLR B_{1a}, B_{3a}, B_{3b}, C_{1c}, C_{1e} (Gr. 9-D)
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- Steps of the personal research process (i.e., generating ideas and questions and posing problems, sources and how to find them, validity of sources, etc.). MLR C_{1a} (Gr. 9-D)
- Traditional research vs. I-search inquiry.
- Interviewing Techniques. MLR E_{1a} (Gr. 9-D)
- Format of a Business letter. MLR B_{5b}, D_{2a} (Gr. 9-D)

- Bibliographic techniques (i.e., primary and secondary sources).
- Presentation techniques. MLR C_{1e} (Gr. 9-D)
- Format of the essay.

Skills/Processes:

- Locate, summarize, analyze and synthesize information from primary and secondary sources, printed texts, websites and interviews. MLR B_{1a}, B_{3a}, B_{3b}, C_{1a}, C_{1c}, C_{1d} (Gr. 9-D)
- Review drafts, ensuring that structure is effective for targeted purpose and audience. MLR B_{1c} (Gr. 9-D)
- Edit for grammar, usage and mechanics to create legible final drafts. MLR B_{1d}, B_{1e} (Gr. 9-D)
- Students will choose and present information logically.
- Students will create and review questions, synthesize information from multiple sources and data gathered from interviews.
- Students will integrate paraphrasing, direct quotes and citations into written text.
- Students will formulate questions, examine and critique information presented, provide feedback, participate in teams. MLR E_{2a}, E_{2b}, E_{2c} (Gr. 9-D)

Suggested Activities:

- **A business letter:** using standard format, write a business letter to someone, an expert related to your topic, which can help you answer your question. This should be mailed **the first week**, in order to get a reply ASAP.
- **An interview:** The class will do an interview role play, demonstrating interviewing skills. You must locate a person who is familiar with your topic. You will have to develop interview questions, practice interview skills and meet the person. The best scenario is face-to-face. Talk to me if your expert is too far away and we can arrange a phone or fax interview.
- **Research:** You must locate four sources of information to help you answer your question, two from electronic sources and two from printed materials, such as book, newspapers, encyclopedias, magazines, etc.
- **Summary Outline :** for written, personal and resources.
- **Daily Journal:** All activities, progress, resources, should be recorded in your journal. This record of your search will become your first draft and is crucial!
- **Paper:** You will integrate your resources, research and interview into a typed paper. The paper should include the record of your search and the answer to your question.
- **Visual and Presentation:** The final activity is sharing your I-Search with the class. This should include your question, your search and your answer. The visual should represent critical elements of your I-Search.

Suggested Materials:

- Research resources
 - library
 - laptops
 - community resources for interviews

Assessments:

- Draft and final business letter.
- Interview Questions and Answers.
- Learning blog or journal.
- Draft of paper introduction, body, conclusions and works-cited page.
- Paper and visual.
- Presentation.

GRADE 10 CORE ENGLISH II

Essential Question:

- How is personal experience shaped by culture?

Unit Title: Autobiography/Biography

Unit Description: This unit uses the auto/biography. In order to broaden the students understanding of other cultures, each will choose an auto/biography from a different country. The selections focus on our theme of the year. The research component will be interdisciplinary, allowing students to incorporate art, history, music, clothing, food, and other choices.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English. MLR D_{2a} (Gr. 9-D)
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources. MLR C_{1a}, C_{1c}, C_{1e} (Gr. 9-D)
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities.

Content:

- Auto/biography and its characteristics.
- Elements of culture and its impact.
- Review of technological practices (i.e., blog) and presentation skills.
- Review of business letter format. MLR B_{5b} (Gr. 9-D)

Skills/Processes:

- Students will critically and independently read an autobiography.
- Students will listen to a panel of speakers to comprehend spoken information.

- Students synthesize information from more than one source, such as discussions, printed material, internet, speakers. MLR C_{1a}, C_{1b}, C_{1c}, C_{1d}, C_{1e} (Gr. 9-D) [Social Studies MLR A_{1d} (Gr. 9-D)]
- Students speak to communicate information effectively. MLR C_{1a}, C_{1b}, C_{1c}, C_{1d}, C_{1e} (Gr. 9-D)
- Students locate, summarize and synthesize information during prewriting stage. MLR B_{1a} (Gr. 9-D)
- Students edit for grammar, usage and mechanics to improve meaning and impact. MLR B_{1c}, B_{1d}, B_{1e} (Gr. 9-D)
- Students synthesize information from primary and secondary sources and present findings that follow a prescribed format. MLR B_{1a} (Gr. 9-D)
- Students participate in class discussions, dialogue journals, presentations, and panels.

Suggested Activities:

- Students will select and read an auto/biography from another country, recording information and reactions on a blog.
- A panel of exchange students from UMO will present their coming of age stories to the tenth grade class.
- Students will be offered many choices for a final project after reading their individual book. These will include music, art, history, government, clothing, food, language and more. Students will present their projects orally to the class.
- Students will outline and write his/her autobiography, which will follow the writing process (i.e., prewriting, drafting, revising, editing, publishing).
- Email buddy for each student in the country related to his/her autobiography.
- A map will pinpoint each country and each student will contribute class slide show, the flag and class map with new compelling knowledge.
- Each student will write a business letter to the embassy of their country, requesting information.

Suggested Materials:

- Individual titles of varying lengths and complexity.
- Journals.
- Class blog.
- Internet.
- World maps.
- Reference resources on world religions (i.e., food games, rituals, holidays, Email buddies, laptops).

Assessments:

- Letter to embassy.

- Blog journals on assigned readings.
- Expo visual and presentation
- Autobiography.

GRADE 10 CORE ENGLISH II

Essential Question:

- How are universal themes that reflect the human condition communicated through literature?

Unit Title: Community Read

Unit Description: Such as continuing to examine the theme of the year (i.e., coming of age), students in this unit will read a modern novel by Laurie Halse Anderson called Speak. (Universal themes and contemporary issues of peer pressure, first love, parental relationships, sexual awareness and abuse are addressed.) Students will respond in journals, essays and poetic forms. Each parent/guardian will receive a copy of the novel and a Community Read is the culminating event, an evening of discussion bringing parents, staff and students together to discuss the book and view an interview with the author.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will understand and consistently use the conventions of Standard English when writing and speaking. MLR D_{2a} (Gr. 9-D)
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- Poetic devices (allusion, personification, sensory images, metaphor) and apply to their own poetry. MLR B_{1c}, B_{1d}, B_{1e}, B_{2a} (Gr. 9-D)
- Universal themes.
- Contemporary issues (e.g., peer pressure, first love, parental relationships, sexual awareness and abuse).
- Community Read.

Skills and Processes:

- Critically read the novel and respond in a variety of ways (dialogue journal, story board, visualize, summarize).
- Participate as members of a literacy community.
- Participates in a Community Read.

Suggested Activities:

- Students will compare and contrast similar themes across different genres. **MLR A_{2d} (Gr. 9-D)**
- Students will apply the structure of the 5-paragraph essay to a final test.
- Students will revise drafts, ensuring that structure is effective for targeted purpose and audience.
- Students will edit for grammar, usage and mechanics to create legible final drafts.
- Students will understand the format of a 5-paragraph essay and write several.
- Students will write original poetry.
- Students will read aloud and listen to a recording of sections of the novel.
- Students will define and identify poetic devices.
- Students will complete a variety of responses as they read.
- Students will organize and participate in a Community Read.

Suggested Materials:

- Speak by Laurie Halse Anderson, published by Penguin Putnam, and filmed interview with the author.

Assessments:

- Student poetry*
- Reading reviews and responses
- Final essay test*

GRADE 10 CORE ENGLISH II

Essential Question:

- How are universal themes that reflect the human condition communicated through literature? MLR A_{2d}, A_{2e} (Gr. 9-D)

Unit Title: Shakespearean play: Romeo and Juliet

Unit Description: In this unit, students will continue to focus on the themes of the year by reading one of Shakespeare's classic plays. Shakespeare is not meant to only be read, so students will view, act out, and memorize various scenes and lines. Students will research the Elizabethan era, life in London, and the Globe Theater.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non print media, and speakers.
- Students will read a variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.
- Students will consistently participate as knowledgeable, reflective, create, and critical members of literacy communities.

Content:

- Format of a sonnet and recite several sonnets.
- Understand iambic pentameter, rhyme scheme, quatrain and couplet.
- Knowledge of the Shakespearean era.
- Themes of year.

Skills and Processes:

- Choose and present information logically.

- Employ effective eye contact, volume and enunciation to communicate ideas effectively. MLR E_{2b} (Gr. 9-D)
- Locate, summarize and synthesize information from printed texts, and websites. MLR B_{1a} (Gr. 9-D)
- Participate as members of a literacy community.

Suggested Activities:

- Critically read and watch the play and related texts. MLR F_{1b} (Gr. 9-D)
- Compare and contrast similar themes across different genres.
- Revise drafts, ensuring that structure is effective for targeted purpose and audience.
- Edit for grammar, usage and mechanics to create legible final drafts.
- View a classic and modern film version of the play.
- Plot graph and apply it to the five-act play.
- Define and identify oxymoron, personification and simile.
- Complete a short analysis of the main characters and their motives.
- Use various journalism techniques and write an article on the double murder scene.
- Memorize and present 16 lines from the play.
- As members of a team, students will research, organize and present information on Shakespeare's life, Elizabeth I, social classes in England, life in London and the Globe Theater.

Suggested Materials:

- Research resources, library, laptops, and two films.

Assessments:

- Quiz and final test *
- Team scavenger hunt*
- Recitation of memorized lines*
- Newspaper article*

GRADE 11 CORE ENGLISH III

Essential Question:

- How is a universal theme reflected in literature from a variety of periods and in a variety of genres?

Unit Title: American Dream Unit

- What is the American Dream and what effect does it have on our lives?

Unit Description: Throughout our history, Americans have been fueled by an abstract image of themselves. The American Dream for many has consisted of a vision of material prosperity and equality of opportunity. For some, though, it has led to discrimination, heartbreak, and poverty. Still, the concept of a unifying vision persists in our day-to-day lives, in our imaginations, and in our literature. In this unit, students will discover what the American Dream means to them. They will read how various people – fictional characters and real citizens – have pursued their individual dreams.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources texts, including fiction and nonfiction books, print and non-print media, and speakers. MLR F_{1b} (Gr. 9-D)
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience. MLR C_{1c} (Gr. 9-D)
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes. MLR B_{2b} (Gr. 9-D)
- Students will understand and consistently use the conventions of Standard English when writing and speaking.

Content:

- Many dimensions of the American Dream (**i.e.**, accomplishment and disappointment, greed and generosity, materialism and idealism).
- The historical origins of the American Dream.

Skills and Processes:

- Recognize the happiness and heartbreak associated with the American Dream.
- Express their own view and versions of the American Dream.

Suggested Activities:

- Brainstorm in pairs (similar to a KWL).
- Studs Terkel interviews with Arnold Schwarzenegger, Miss USA, Ted Turner
- Books and videos (Of Mice and Men, Where the Heart Is, The Great Gatsby, Nickel and Dimed).
- Film excerpt: Fast Food Nation.
- In-class essays.
- Martin Luther King's "I Have a Dream" video and speech analysis.
- Poetry of Langston Hughes and Gwendolyn Brooks (poem dictation).
- Multi-genre project.

Suggested Materials:

- Classroom copies of books, copies of videos, and pocket portfolios for project.

Assessments:

- 30-minute timed essays
- Response journals
- Project and presentation

GRADE 11 CORE ENGLISH III

Essential Question:

- How is human nature reflected in a variety of literary genres?

Unit Title: Mass Hysteria (Fear in America)

- What happens when we follow the group instead of thinking for ourselves?

Unit Description: History shows us that blindly allowing ourselves to be caught up in a mass movement can be disastrous (see the Holocaust). Yet it's difficult to remain above the crowd, to stand apart from it. Fear and hysteria can be powerful forces. They make us conform precisely because we don't want to stand out. In World War II, it was the Jews who were the targets of mass "witch hunt" designed to stamp them out. In America, we have the Salem Witch Trials – literally, a witch hunt – followed by many examples of modern-day hysteria, from killer bees to Columbine. Is fear ever justified? How can we keep from being pulled in? We'll delve into these questions during this unit!

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English.
- Students will conduct research by generating ideas and questions and posing problems.
- Students will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.

Content:

- The effects of mass hysteria.
- How mass hysteria was at work in various witch trials. MLR A_{4a} (Gr. 9-D)

Skills & Processes:

- Recognize the effects of mass hysteria.
- How mass hysteria was at work in various witch trials.
- Identify similarities between the Witch Trials and modern-day “witch hunts.”
- Identify modern day witch hunts.

Suggested Activities:

- Brainstorm to set time period.
- Background reading: Witches in Europe and America.
- Read “The Crucible” by Arthur Miller – students take roles.
- Letter to Boston in the persona of one of the characters in the play.
- “The Crucible” film excerpts.
- “Crucible” title activity.
- Journal responses.
- Song lyrics: “Maybe It’s the...”
- “Bowling for Columbine” film excerpts.
- Monitor the news, internet, and ads.
- Honors Option: Read “The Scarlet Letter” by Nathaniel Hawthorne; keep a response journal

Suggested Materials:

- DVDs, song lyrics (photocopies)

Assessments:

- Letter to Boston
- Essay: Compare and contrast (e.g., “The Crucible” and “Bowling for Columbine”). MLR B_{2a}, B_{2b}, B_{3b} (Gr. 9-D)
- Group work: “Crucible” title activity.
- Group project: Research a modern-day witch hunt.

GRADE 11 CORE ENGLISH III

Essential Question:

- How can research help us ask better questions and modify those questions as needed to elicit, present, and critique evidence from a variety of sources following the conventions of documentation? **MLR C₁**

Unit Title: Research Paper

Unit Description: The research paper has been de-emphasized in U.S. high schools over the past couple of decades, but colleges want students who can formulate intelligent questions, conduct thorough research, write clearly and objectively, and cite sources. This interdisciplinary (with Social Studies) unit will prepare students to perform those tasks. Students will select a public policy issue to research. After consulting a variety of sources, they will construct a thesis, write an outline, go through two drafts, and produce a final paper incorporating parenthetical citations and works cited page. Students will present their findings in a “Salon”. [Social Studies MLR A_{1a, b, c, d, e, f, g, h} (Gr. 9-D)]

SDHS Standards:

- Students will consistently write and speak correctly, using the conventions of written and spoken English.
- Students will conduct research by generating ideas and questions and posing problems.
- Students will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.

Content:

- Salon – defined.
- Thesis.
- Framing a question.
- The research process: (i.e., techniques for evaluating sources, recording and organizing information, rough draft and final draft writing, and citing sources). MLR B_{1a} (Gr. 9-D)
- Note cards.
- Plagiarism.

Skills & Processes:

- Framing a question. MLR C_{1a} (Gr. 9-D)

- Constructing a thesis statement.
- Understand the research process and will learn techniques for evaluating sources, recording and organizing information, rough draft and final draft writing, and citing sources. MLR C_{1e}, E_{2a} (Gr. 9-D)
- Use of note cards.
- Proofread to produce a clearly written final copy. MLR D_{2a} (Gr. 9-D)

Suggested Activities:

- Brainstorm potential topics.
- Read Writers Inc. chapter on research papers.
- Guest speaker SDHS librarian on evaluating sources and plagiarism. MLR C_{1b} (Gr. 9-D)
- Class time for research.
- Quiz on research methods.
- Outlining and constructing a thesis statement.
- Editing and proofreading practice.
- Peer editing and teacher editing.
- Salon (World History).

Suggested Materials:

- Issues and Controversies On File (print and online versions); note cards.
- Writers Inc. classroom copies, handouts on plagiarism, citing sources.

Assessments:

- Quizzes and check points.
- Note cards (electronic or paper).
- Outline.
- Rough draft.
- Final draft.
- Salon presentation.

GRADE 11 CORE ENGLISH III

Essential Question:

- How can a wide variety of literature from many periods and genres help us gain insight into human responses and character traits?

Unit Title: Moment of Truth

Unit Description: How do our individual actions reveal our true character? Whether it's diving into a foxhole to throw your body on a live grenade and save your comrades, or facing up to a tough personal decision such as whether to confront a friend about some wrongdoing, we all will face a "moment of truth" in our lives. Probably we will face more than one. How we respond will both determine our future and define our character. In this unit, we'll look at how several authors have dealt with this theme, and we'll try to come away with some understanding of the range of human responses when big decisions must be made.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of texts, including fiction and nonfiction books, print and non-print media, and speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will understand and consistently use the conventions of Standard English when writing and speaking.
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- The concept of "the moment of truth."
- The concept of moral vs. intellectual vs. physical tests.
- Use of symbolism.
- Ideas about personal identity.

Skills and Processes:

- Responding to literature.
- Active listening and oral reading.
- Writing literature-based essays. MLR B_{2b}, B_{3a}, B_{3b} (Gr. 9-D)
- Connecting art and symbol to literature and personal awareness.

Suggested Activities:

- Response journaling.
- Active listening to oral reading.
- Read-alouds.
- Mask-making.

Suggested Materials:

- Books (i.e., After the First Death, The Old Man and the Sea, Huck Finn).
- Articles and short stories (i.e., “The Ledge,” “Far Beyond a Mere Marathon,” Tim O’Brien stories).
- Mask-making supplies.
- Author biographies.

Assessments:

- Journal checks.
- Simulated sports article.
- Masks and mask essay.
- Timed essays and final essay.

GRADE 12 CORE ENGLISH IV

Essential Question:

- How do critical reading strategies help gain meaning with nonfiction texts?
- How can different genres be used to communicate meaning?

Unit Title: Biography Project

What are some common threads that reach across the human experience?

Unit Description: Select a person from a different time, place, or culture, and read one full length biography. Then students read supplemental readings on that person as well as the biographical form (i.e. bias, etc.). What are some common threads that reach across the human experience?

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities.

Content:

- Time period and different cultures.
- Bibliography and critical review. MLR C_{1e} (Gr. 9-D)
- Life of a specific person – cause and affect, the impact of upbringing, environment, world events, etc. on a person.
- Critical essay. MLR B_{1c} (Gr. 9-D)
- Genres Presentation skills (i.e., multi-media).
- Communications through images and symbols.

Skills & Processes:

- Conference procedures.
- Students will independently read a selection of text with one being of full biography about a person from a different time, place, or culture.
- Research topics related to the individual and use that information to understand, interpret, and evaluate the biography, culminating in a critical essay.
- Demonstrate awareness of audience and purpose by writing in a variety of genres to retell the life story of the person they have read about. MLR B_{1b}, B_{1c}, D_{2a} (Gr. 9-D)
- Multimedia project which communicates information about the biography / person using nonverbal means. MLR C_{1d}, E_{2d} (Gr. 9-D)

Suggested Activities:

- Read a biography and complete biography conference sheet.
- Choose a person from a different time frame and different culture.
- Complete research on related topics, utilizing a variety of sources.
- Read and write a variety of genres.
- Draft, write, revise, and edit genre pieces featuring specific events or experiences depicted in the biography.
- Write a critical review (including references and works cited) that evaluates information presented in the biography in light of information from research.
- Create a multimedia project which communicates information about the biography / person using nonverbal means.
- Present biography project to the class.

Suggested Materials:

- Classroom set of various biographies.
- Library reference area and computer lab.

Assessment:

- Biography project complete with bibliography and critical review.
- Presentation of biography project to the class.

GRADE 12 CORE ENGLISH 4

Essential Questions:

- How does literature reflect society and affect societal change?

Unit Title: The Future

- What shapes our (personal & societal) views of the future?
- What kind of place will the future be?
- Do we have any control over the future?

Unit Description: What views do we have of the future as an individual and as a society? What views of the future are presented through literature? This unit requires students to read a full length novel that explores these questions. In this course, students will be conducting research and presenting their own idea of the future. What shapes our (personal & societal) views of the future? What kind of place will the future be? Do we have any control over the future?

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities.

Content:

- Definitions of future.
- Historical terms of the past.
- Past predictions and the final outcomes.
- How predictions are made and justified.
- Personal and societal views of the future.

Skills & Processes:

- Reading a novel about the future and identify what views of the future are identified in this novel.
- Conducting research and presentation techniques.
- Critiquing various views of the future.
- Use of a wiki.

Suggested Activities:

- Read a novel based in the future and complete an online Wiki page as well as an online journal on the reading.
- Participate in the Long Bets Challenge by collaborating with a classmate and posting a ‘long bet’ on the online message board set up for that purpose.
- Plan, create, revise, produce, and present a creative project which presents the student’s view of the future.
- Write a critique of the view of the future presented in the project (above), including a comparison to other published views of the future.

Suggested Materials:

- Sets of novels, including *Anthem*, *1984*, *Brave New World*, *2001: A Space Odyssey*, *I Robot*, *The Handmaid’s Tale*, *Fahrenheit 451*.
- Online resources including www.longnow.org and longbets.org
- List of formats for creative projects (handouts).

Assessment:

- Online journal and wiki page.
- Creative project and critique.
- Presentation of creative project.

GRADE 12 CORE ENGLISH IV

Essential Question:

- How do comprehension strategies help give meaning across genres?
- What is needed to become a lifelong reader?

Unit Title: Independent Reading.

- What types of books do I like to read?
- What can I learn from the books I am reading?
- How can I continue to develop as a reader?

Unit Description: In this unit, students are required to read a minimum of one fiction/nonfiction book a quarter and then to demonstrate their ability to read critically through their writing.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities.

Content:

- Characteristics of a critical reader.
- How do you locate a book of your interest level and reading level?
- What does it mean to write critically?
- Posting on a message board.

Skills & Processes:

- Critically reading fiction and nonfiction texts of their own choosing.
- Reflecting on their reading in an online reading journal.
- Comparing their own reading experience with those of other students by reading and making comments on the online reading journals of classmates.

Suggested Activities:

- Select and read at least one book each quarter.
- Post critical comments in online reading journal while reading the book.
- Comment on the journals of other students.

Suggested Materials:

- Online reading journal at www.proboards.com

Assessment:

- Online journal entries (minimum of 5 per book).
- Conference with student (optional).

GRADE 12 CORE ENGLISH IV

Essential Questions:

- How do critical reading strategies help gain meaning from pre-20th century texts?

Unit Title: Inheriting Earlier Voices

- What aspects of the human experience have persisted through time?
- How has the English language changed over time?

Unit Description: In this unit, students are involved in class readings from various time periods. The focus is on analysis, interpretation, and comprehension.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non print media, and live speakers.
- Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.
- Students will consistently write and speak correctly, using conventions of written and spoken English.
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- Historical perspectives and characteristics of that time period.
- Vocabulary of the time period.
- Writing styles of the time period.

Skills & Processes:

- Analysis, interpretation, and evaluation of a variety of texts written prior to 20th century. MLR B_{3a} (Gr. 9-D)
- Personal connections to the literature and communicate those connections through writing and dramatic oral reading.
- Effectively write about literature.
- Understanding particular work of a time period.

Suggested Activities:

- Participate in “theatre in the round” class reading of Hamlet.

- Respond to journal prompts on Hamlet themes.
- Complete double-entry journal on Hamlet.
- Write Hamlet question paper.
- Work with a group of peers to translate, edit, interpret, “produce,” and present a scene from Hamlet.
- Complete quiz on characters in Hamlet.
- Class reading of poems from the 19th century.
- Take notes on elements of poetry.
- Write a poem analysis essay. MLR B_{3a} (Gr. 9-D)
- Class reading of excerpts from Beowulf.
- Write a brief parody of a passage from Beowulf.

Suggested Materials:

- Texts include: English Literature text, Hamlet. Hamlet DVDs (various). Beowulf audiotape. Poetry anthologies.
- Television and DVD player.

Assessment:

- Hamlet question paper.
- Hamlet Making a Scene Project.
- Critical essay on a Poem.
- Beowulf parody.

GRADE 12 CORE ENGLISH IV

Essential Questions:

- How do persuasive and argumentative techniques affect perception and action?

Unit Title: Language & Power

- How do people use language to influence the views and actions of others?
- In a world full of diverse and contradictory opinions, how can I find the truth?
- How do I use words and images to communicate clearly and effectively?

Unit Description: This unit covers advertising and propaganda and how the media can influence our perceptions and actions. All topics have to relate to freedom of speech (i.e., billboards, flag burning, tobacco advertising).

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English.
- Students will conduct research by generating ideas and questions and posing problems. They will gather, evaluate, synthesize, communicate, and reference information and data from a variety of sources.
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- What is Freedom of Speech?
- Media. MLR F_{1a} (Gr. 9-D)
- Propaganda/Persuasive facts. MLR A_{4a}, A_{4b}, A_{4c}, A_{4d} (Gr. 9-D)
- Advertising styles/techniques. MLR A_{3c}, F_{1c} (Gr. 9-D)

Skills & Processes:

- Being critical readers and viewers of nonfiction print and non-print texts. **MLR A_{3a}, A_{3d} (Gr. 9-D)**
- Investigate, understand, and communicate findings on a controversial issue.
- Develop and demonstrate research skills, including use of surveys and interviews. MLR C_{1c}, E_{1c} (Gr. 9-D)

- Maneuvering through websites.
- Evaluating on-line websites and sources.

Suggested Activities:

- Read and critique examples of propaganda/persuasive facts, such as advertisements, editorials, and articles on hate group web sites.
- Investigate a freedom of speech issue using a variety of means including library research, online research, written surveys, interviews, and discussions.
- Identify and explain examples of euphemisms, loaded words, and various propaganda techniques as found in various sources.
- Compare & evaluate various online sources in terms of authority, reliability, objectivity, relevance, and ease of use.
- Work with a group to conduct in-depth research on a topic. Write a paper and present findings to the class.

Materials:

- List of “freedom of speech” issues (handout).
- Online resources such as www.adbusters.org, www.tolerance.org, www.procon.org.
- PBS documentary: “Media, Corporations, & teens”.
- Evaluating online resources (handout).

Assessment:

- Language & Power project and presentation.

GRADE 12 CORE ENGLISH IV

Essential Questions:

- How can writing be used to gain entry into college and the workplace?

Unit Title: Writing for Results

- How can I write an effective college admissions essay?
- How can I write an effective resume and cover letter?

Unit Description: This unit enables students to complete an effective college admissions essay, persuasive essay, resume, and cover letter.

SDHS Standards:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non-print media, and live speakers.
- Students will employ a wide variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.
- Students will consistently write and speak correctly, using conventions of written and spoken English.
- Students will consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.

Content:

- Components of college admission essay. MLR B_{5a} (Gr. 9-D)
- Components of a resume. MLR B_{5a} (Gr. 9-D)
- Components of a cover letter. MLR B_{5a} (Gr. 9-D)
- Components of two possible essays. MLR B_{3b}, B_{4a} (Gr. 9-D)

Skills & Processes:

- Read, analyze, and evaluate sample essays, resumes, and cover letters.
- Demonstrate and develop skills in prewriting, drafting, revising, and editing essays, resumes, and cover letters. MLR B_{1d}, D_{2a} (Gr. 9-D)
- Assist each other in various aspects of the writing process (i.e., prewriting, drafting, revising, editing, publishing), demonstrating and developing collaborative skills as they do so.
- Produce publishable documents (college essay, resume) that they can use in real life. MLR B_{1e} (Gr. 9-D)

Suggested Activities:

- Research and discuss college admissions essay prompts.
- Read and evaluate sample essays, resumes, and cover letters.
- Develop a list of qualities of an effective essay, resume, and cover letter.
- Brainstorm, free write, draft, revise, share, revise again, edit, produce a final copy of essay, resume, and cover letter.
- “Publish” essay by reading to group of peers.
- Read and evaluate sample persuasive essays.
- Write an outline that includes thesis statement, supporting arguments, and supporting details.
- Use the outline (above) to write a persuasive essay on a topic of choice.

Suggested Materials:

- Classroom set of books on the college essay (sample essays).
- Essay prompts, sample essays and resumes, (available online).
- Writer’s Inc. (text)

Assessment:

- College Essay.
- Resume and Cover letter.
- Persuasive essay.