5-K Reading

Reading 5K	September	October	November	December
Topics	o	o H, A, P o Sight words – do, see, the, made, my	o Z, B o Sight words – is, there, me	o S,I o Sight words a, on, they
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢	The Students Will… ➢ recognize H h A a P p ➢ recognize the words from September and do, see, the, made and my ➢ read words made from the letters we have met ➢ recognize words as opposed to letters, identify the title and the front and back of a book	The Students Will… ➢ recognize previous letters and Z,z B,b ➢ reinforce previous letters/ sound s ➢ read previous sight words and the new words of is, me, there ➢ reinforce title, front, back	The Students Will… ➢ recognize all letters introduced so far and all sight words ➢ be able to make sentences using sight word cards

Reading 5K	January	February	March	April
Topics	o D,V, L o Sight words- go, when	o W,O,R o Sight word- have	o G,E,J o Sight word- look	o C,K,Y o reinforce all previous sight words o Color words
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ recognize all previous letters/sounds and the above ➢ read all sight words done so far ➢ Sound out words	The Students Will… ➢ Recognize all previous letters/sounds and the above ➢ read all sight words done so far ➢ Sound out words	The Students Will… ➢ Recognize all previous letters/sounds and the above ➢ read all sight words done so far ➢ Sound out words	The Students Will… ➢ Recognize all previous letters/sounds and the above ➢ Read letter people books decoding and using sight words ➢ read all sight words done so far ➢ Sound out words

Reading 5K	May	June
Topics	o Q,X o Sight word what, of, with o Number words	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Recognize all previous letters/sounds and the above ➢ Read letter people books decoding and using sight words ➢ read all sight words done so far ➢ Sound out words	The Students Will… ➢

5-K Language Arts

LA 5K	September	October	November	December
Topics		o H, h, A, a, P, p	o Z,zB,b	o S,s I,i
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➤	The Students Will… ➤ Recognize and be able to write the above letters and previous. reinforce writing first and last name ➤ reinforce recognizing own first and last name (ongoing) ➤ understand concept of sentence formation and capital letter/period (this is ongoing through the entire year	The Students Will… ➤ recognize and be able to write the previous and above letters	The Students Will… ➤ recognize and be able to write all previous letters and above letters

LA 5K	January	February	March	April
Topics	o D,d, V,v L,l	o W,w,O,o,R,r	o G,g,E,e,J,j	o C,c,K,k,Y,y
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ recognize and write all letters met so far ➢ use letter people, letters spell and write words ➢ start a bi-weekly journal to record an event at school	The Students Will… ➢ recognize and write all letters met so far ➢ spell and write words using all the letters so far ➢ continue with journal ➢ perform a play for classes and parents	The Students Will… ➢ recognize and write all letters met so far ➢ spell and write words using letters so far ➢ continue with journal writing their own sentence using inventive spelling ➢ write stories 'to catch a leprechaun'	The Students Will… ➢ recognize and be able to write all letters met so far ➢ spell and write words using all letters met so far ➢ write own journal entry using inventive spelling

LA 5K	May	June
Topics	○ Q,q,X,x	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ recognize all letters in the alphabet ➢ spell and write words ➢ write own journal entry using inventive spelling	The Students Will… ➢

1st Grade Reading

Reading 1st	September	October	November	December
Topics	o Review o Unit One	o Unit Two	o	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will... ➢ I - Identify upper and lower case letters. ➢ D- Recognize beginning sounds ➢ D - Recognize rhyming words. ➢ I - Locate the title of a book ➢ I - Locate the names of the author and illustrator. ➢ D - Identify rhyming words. ➢ D - Identify words that begin the same. ➢ D -Identify words that end the same. ➢ D - Read assigned vocab words. ➢ D - Recognize words from the: -at, -an, -ap word families. ➢ I - Compare Fact and Fantasy ➢ D - Understand positional words (under, over, above, below). ➢ D - Understand sequence. ➢ I - Demonstrate knowledge of syllables. ➢ I - Begin to understand the parts of a sentence - naming and doing. ➢ I - Begin to predict what may happen next in a story.	The Students Will... ➢ D - Identify initial consonants. ➢ D - Identify final consonants. ➢ D - Identify the short /a/ sound ➢ D - Identify the short /i/ sound. ➢ D - Identify the final /ck/ sound. ➢ D - Read the assigned vocabulary words. ➢ D - Read the assigned spelling words. ➢ D- Read the assigned stories ➢ I - Learn to classify according to like characteristics. ➢ I - Learn to use context clues ➢ I - Recognize the setting in a story ➢ I - Identify cause and effect. ➢ D - Predict ➢ I - Recognize a complete sentence	The Students Will... ➢ D - Identify the short /a/ sound in a word. ➢ D - Identify the short /i/ sound in a word. ➢ D - Identify the short /o/ sound in the medial position. ➢ D - Identify the final /x/ sound. ➢ I - Recognize plurals ➢ I - Recognize inflected endings; /ing/, /s/. ➢ D - Identify the final /ck/ sound. ➢ D - Read assigned vocabulary words. ➢ D - Read assigned spelling words. ➢ D - Read assigned stories. ➢ I - Recognize word order of a sentence. ➢ D - Recognize naming and doing parts of a sentence. ➢ I - Recognize a telling sentence. ➢ I - Recognize an asking sentence.	The Students Will... ➢ D - Identify the short /e/ sound in a word. ➢ D - Identify the short /u/ sound in a word. ➢ I - Identify double final consonants. ➢ I - Identify initial r blends. ➢ I - Identify initial l blends. ➢ I - Identify initial s blends. ➢ I - Identify s blends. ➢ I - Compare and contrast. ➢ I - Recall and retell. ➢ I - Draw a conclusion. ➢ I - Sequence ➢ I - Identify the main idea. ➢ I - Identify homonyms. ➢ I - Identify a noun. ➢ I - Identify a singular and plural noun. ➢ I - Identify Special names. ➢ D - Spell assigned spelling words. ➢ D - Read assigned vocabulary words.

Reading 1st	January	February	March	April
Topics	○	○	○	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ D - Identify the short /u/ sound in a word. ➢ D - Identify the CVC pattern in words. ➢ D - Identify initial c/s/ sound. ➢ I - Identify final consonant blends. ➢ I - Identify contractions. ➢ I - Recognize -s plurals. ➢ I - Identify initial r blends. ➢ D - Classify ➢ I - Identify the author's purpose. ➢ I - Use context clues. ➢ I - Identify characters of a story. ➢ I - Identify and use a glossary. ➢ D - Spell assigned spelling words. ➢ D - Read assigned vocabulary words. ➢ I - Identify nonfiction.	The Students Will… ➢ I - Identify long /a/ in CVC/e/ words. ➢ I - Identify long /o/ in CVC/e/ words. ➢ I - Identify long /i/ in CVC/e/ words. ➢ D - Identify inflected -ed ending. ➢ D - Identify initial diagraphs ch, th sh, wh. ➢ D - Identify medial consonants. ➢ I - Identify final consonant blends st, nd, rd, rm. ➢ I - Identify initial r and l blends. ➢ I - Identify initial soft g/j/ words. ➢ I - Identify initial soft c/s/ words. ➢ I - Identify initial qu words. ➢ I - Recognize contractions. ➢ D - Identify verbs. ➢ I - Identify verbs with singular subjects. ➢ I - Identify verbs with plural subjects. ➢ I - Recognize past and present tenses. ➢ D- Recognize reality and fantasy. ➢ D - Identify theme. ➢ D - Identify main idea. ➢ D - Identify authors purpose. ➢ I - Identify context clues. ➢ I - Compare and contrast. ➢ I - Identify setting. ➢ D - Identify parts of a book.	The Students Will… ➢ I - Identify long /e/ spelled /e/ in single syllable word. ➢ I - Identify long /u/ sound. ➢ I - Identify final digraphs. ➢ I - Identify compound words. ➢ I - Identify long /e/ spelled with /ea/ or /ee/. ➢ I - Identify long /a/ spelled with /ai/ or /ay/. ➢ I- Identify long /o/ spelled with /oa/ or /ow/. ➢ D - Recognize long /i/ sound in words. ➢ D - recognize consonant /c/ with the /s/ sound. ➢ D - Recognize inflected endings /ed/ and /ing/. ➢ D - Recognize long vowels with final /e/. ➢ D - Recognize compound words. ➢ D - Recognize initial digraphs ch, sh, th, wh. ➢ D - Recognize single and double medial consonants. ➢ I - Identify adjectives. ➢ I - Identify antonyms. ➢ D - Make predictions. ➢ D - Identify the main idea. ➢ D - Recognize sequence. ➢ D - Compare realism and fantasy. ➢ I - Identify verb - to be. ➢ I - Identify past and present tenses. ➢ I - Understand text through voice changes. ➢ I - Identify plot	The Students Will… ➢ I - Identify long /i/ spelled with /igh/ or /ie/. ➢ I - Identify long /i/ spelled with /igh/ or /ie/. ➢ I - Identify vowel sounds or /y/ (long /e/ or /i/) ➢ I - Identify vowel patterns /ew/ and /ue/. ➢ I - Identify singular possessives. ➢ I - Identify inflected endings /es/. ➢ I - Identify contractions. ➢ I - Identify r-controlled vowels. ➢ I - Identify suffix /ly/. ➢ I - Identify inflected endings /s/, /es/, /ed/, /ing/. ➢ D - Recognize long /o/ spelled /oa/, /ow/. ➢ D - recognize final digraphs /ch/, /tch/, /sh/, th/. ➢ D - Recognize final digraphs /ng/, /nk/. ➢ D - Recognize theme. ➢ D - Recognize cause and effect. ➢ D - Listen for main idea. ➢ I - Read with fluency. ➢ I - Read with expression. ➢ I - Use adjectives in writing. ➢ I - Identify character within a story. ➢ I - Read unfamiliar words. ➢ D - Write complete sentences. ➢ D - Write exclamation sentences.

Reading 1st	May	June
Topics	○	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ I - Identify comparative endings /er/, /est/. ➢ I - Identify dipthong /ou/, /ow/, /oi/, /oy/. ➢ I - Identify medial consonants. ➢ I - Identify multisyllabic words. ➢ D - recognize r-controlled vowels. ➢ D - recognize inflected endings /s/, /es/, /ed/, /ing/. ➢ D - Recognize /'s/ possessives. ➢ D - Recognize vowel patterns /ew/, /ue/. ➢ D - Recognize ow/ou/ dipthong. ➢ D - Recognize comparative endings /er/, /est/. ➢ D - Identify suffix /ly/. ➢ D - Recognize sequence. ➢ D - Draw conclusions. ➢ D - Recognize multiple-meaning words. ➢ D - Recognize character. ➢ D - Recognize plot. ➢ I - Identify pronouns. ➢ I - Identify personal pronouns. ➢ D - recognize plurals. ➢ I - Understand dialogue. ➢ I - Give directions. ➢ D - Read expressively. ➢ D - Speak with proper grammar. ➢ D - Write about a picture.	The Students Will… ➢

2nd Grade Language Arts & Reading

Reading 2nd	September	October	November	December
Topics	o Frog and Toad	o Friendship	o Molly's Pilgrim	o Short Stories o Literature Circles
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ read the series of Frog & Toad ➢ learn about friendship through their experiences ➢ analyze the literature ➢ search for key vocabulary ➢ create a knowledge of friendship using their own past ➢ read Franny and Ginny ➢ recognize friendship through their family experiences ➢ identify vocab about ancestors, relatives, compassion, cooperation and idolize	The Students Will… ➢ read and perform various plays about friendship and family ➢ analyze the relationships between characters of the plays ➢ assess the level of expression through observing the performances ➢ demonstrate role play through performing the plays ➢ apply skills and knowledge of friendship through cooperating with their group members ➢ demonstrate comprehension of the plays through retelling using complete sentences and answering comprehension questions	The Students Will… ➢ read the novel Molly's Pilgrim and ➢ identify some of the differences in language usage ➢ use the novel to complete comprehension questions while using complete sentences ➢ compare and contrast the way Molly was treated in the story and how they treat their friends ➢ identify with Molly's feelings and write a story about a time in their own life where they were feeling left-out ➢ read Poppleton and the Grapefruit and identify the different expressions that were used through the text and illustrations ➢ retell the story through acting with a small group ➢ demonstrate the comprehension of the story through answering questions using complete sentences	The Students Will… ➢ participate in small literature circle groups ➢ identify the roles of each student within their group readers recorder editor ➢ read a short story that has been strategically selected for them by the teacher. The selection involves interest and ability level ➢ independently read the story and identify the following parts: Main character Setting Problem and resolution Favorite part ➢ complete a literature circle form and develop a consensus on the answers ➢ present the story to the class and explain the activity sheet as a summary ➢ lead a discussion, question/answer session with their classmates

Reading 2nd	January	February	March	April
Topics	o Friends: Connecting School and Community Together	o All Aboard: Learning Through Traveling	o Flat Stanley	o Flat Stanley Literature Circles
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ recognize cause and effect through the events in the story ➢ make predictions of the events in the story through the use of the illustrations ➢ recognize the proper sequence of the story through retelling the events ➢ identify the feelings of the characters within the story ➢ recognize the need for working together ➢ recognize the tone of voice used and how it is used in perceiving what is said ➢ problem-solve using a list of solutions for the characters in how they can get along with others ➢ recognize their own needs for working together with people within society, families, and friendship circle	The Students Will… ➢ explore things they can learn through traveling ➢ identify differences and similarities within the community that is being visited ➢ identify differences and similarities over time ➢ recognize differences between fact and opinion ➢ identify the main idea of the selection ➢ use subject and object pronouns as they write a complete sentence ➢ apply the rule for adding the proper suffix for making the word plural	The Students Will… ➢ explore life around the country through the eyes of Flat Stanley ➢ identify the heading, greeting, closure and signature parts of a letter ➢ identify the parts of an address – return, address, stamp ➢ identify character development throughout the novel ➢ use Stanley as an example of personal feelings ➢ identify locations on a US map from Stanley's travels ➢ present the events of Stanley from the story ➢ identify and use various compound words from the novel	The Students Will… ➢ examine the novels that are provided from the Flat Stanley series ➢ gather into groups of 2 -5 students to read the novel of interest ➢ learn character analysis and discuss the development of each character throughout the story ➢ incorporate how the author has changed the character from the original Flat Stanley novel ➢ prepare a summary of their novel and a presentation for the class. ➢ analyze the efforts of each group member through the completion of a rubric

Reading 2nd	May	June
Topics	o Reaching our Goals: Lemonade for Sale	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	**The Students Will…** ➢ distinguish the difference between realism and fantasy ➢ identify a goal prior to having a conversation with another student ➢ assess the completion of their goal's achievement ➢ identify complete sentences ➢ recognize multiple meanings of words ➢ recognize types of sentences such as declarative, explanatory, or questions ➢ demonstrate an understanding of realism and fantasy through illustrations ➢ create personal goal and map-out the necessary steps needed to achieve that goal	**The Students Will…** ➢

3rd Grade Reading

Reading 3rd	September	October	November	December
Topics	o Tall tales o Cause and Effect	o Characterization o Parts of a Story	o Text Structure o Main Idea o Reading Strategies	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Explore sequencing ➢ Read tall tales ➢ Understand the cause and effect relationship	The Students Will… ➢ Understand characterization ➢ identify the Author's Purpose ➢ identify the setting of story	The Students Will… ➢ Text Structure ➢ Determine fact/opinion ➢ Identify the main idea ➢ Identify the topic sentences ➢ Utilize directed reading strategies	The Students Will… ➢ Continued from November

Reading 3rd	January	February	March	April
Topics	o Fables o Themes o Text Structure	o	o Fact and Opinion o Predictions	o Plot o Meaning
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Understand text structure ➢ Utilize visual images ➢ Understand realistic fiction ➢ Understand themes ➢ Recount fables ➢ Identify story settings and how it relates to sequencing ➢ Determine cause and effect relationships ➢ compare & contrast themes, settings & plots ➢ compare & contrast important points and details in a story	The Students Will… ➢ Continued from January	The Students Will… ➢ make judgments about what they are reading ➢ determine fact or opinion ➢ make predications before, during, and after reading	The Students Will… ➢ Identify the author's purpose ➢ Understand the plot ➢ Realize how words convey meaning

Reading 3rd	May	June
Topics	○ Point of View	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Determine steps in a process ➢ Create generalizations ➢ Distinguish their point of view from the authors point of view	The Students Will… ➢ Continued from May

3rd Grade Language Arts

LA 3rd	September	October	November	December
Topics	o Poems o Main Idea o Editing	o Nouns o Verbs o Adjectives o Lead Sentences	o Punctuation o Consonant Blends o Voice o Concluding Sentences	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Initial middle & end consonants ➢ Cloze activities ➢ Edit ➢ List items in alphabetical order /dictionary skills ➢ Identify main idea /supporting details ➢ Determine short and long vowel sounds ➢ Shape poems	The Students Will… ➢ Use capital Letters in sentences ➢ Know the difference between nouns, verbs, adjectives ➢ rhyming poems ➢ identify main idea/supporting details ➢ stay on topic ➢ conclusion sentences ➢ lead sentences	The Students Will… ➢ Contractions ➢ Understanding voice when writing ➢ Cloze Activities ➢ Nouns, Verbs, Adjectives ➢ writing concluding sentences ➢ Punctuations ➢ Review of Capital Letters ➢ Fact /Opinion ➢ Consonant Blends	The Students Will… ➢ Continued from November

LA 3rd	January	February	March	April
Topics	o Biography o Possessive Nouns o Pronouns o Expressive Paragraphs	o	o Commas o Homophones o Homonyms	o Narrative Stories
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Write & discuss a report ➢ Write & discuss biographies ➢ Use possessive nouns while writing ➢ Use reference material ➢ Use word choice ➢ Review of Alphabet skills in 2nd &3rd letters ➢ Pronouns ➢ & be able to write a friendly letter ➢ Identify and use Sensory Language ➢ Multiple Meanings ➢ Expressive Paragraphs	The Students Will… ➢ Continued from January	The Students Will… ➢ suffixes ➢ commas in dates and numbers ➢ commas in compound sentences ➢ homonyms, homophones, ➢ peer edit	The Students Will… ➢ write narrative stories ➢ Use closing sentences in a paragraph ➢ Recall from a variety of sources

LA 3rd	May	June
Topics	o Signal Words o Complex Sentences	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Use signal words to show order ➢ Use linking words to write complex sentences ➢ Recall events in a book in logical order orally	The Students Will… ➢ Continued from May

4th Grade Reading

Reading 4th	September	October	November	December
Topics	o Genre: Realistic Fiction, Autobiography	o Genre: Historical Fiction, Poetry, Fiction o Character: what they say, think, do o Story Concepts: Relations to now and then o Novel Unit: Stuart Little by E.B. White	o Novel Unit: Stuart Little by E.B. White cont. o Genre: Classic Fable	o Genre: Classic Fantasy, Fiction, Historical Fiction
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ understand importance of setting ➢ use context clues to define unfamiliar words ➢ sequence events ➢ understand comparing/contrasting ➢ understand authors have purposes	The Students Will… ➢ identify rhythm and cadence in poems ➢ appreciate imagery in poetry ➢ Complete pre-reading activities: graphic organizers, journaling ➢ Identify important vocabulary prior to reading each chapter ➢ Answer comprehension questions after reading each chapter ➢ Complete occasional writing activities related to novel events	The Students Will… ➢ Identify important vocabulary prior to reading each chapter ➢ Answer comprehension questions after reading each chapter ➢ Complete occasional writing activities related to novel events ➢ Watch and compare/contrast movie to the novel ➢ look for sensory details to help them create mental pictures	The Students Will… ➢ use synonyms as context clues to define words ➢ Listen to a story read orally and discuss events ➢ keep a reading log and analyze the reading level vs. quantity of books

Reading 4th	January	February	March	April
Topics	o Novel Unit: Little House in the Big Woods by Laura Ingalls Wilder	o Novel Unit: Little House in the Big Woods by Laura Ingalls Wilder cont. o Genre: Realistic Fiction	o Genre: Nonfiction, Expository Nonfiction	o Noel Unit: Poppy by AVI
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Answer comprehension questions after reading each chapter ➢ Complete occasional writing activities related to novel events ➢ Identify important vocabulary prior to reading each chapter ➢ keep a reading log and analyze the reading level vs. quantity of books ➢ complete a book report and make a "Character Can"	The Students Will… ➢ Answer comprehension questions after reading each chapter ➢ Complete occasional writing activities related to novel events ➢ Identify important vocabulary prior to reading each chapter ➢ keep a reading log and analyze the reading level vs. quantity of books ➢ Use clue words to figure out what happened (effect) and why (cause)	The Students Will… ➢ recognize how nonfiction can be organized ➢ Apply knowledge of the meaning of root words ➢ recognize that fiction is organized in order of events ➢ use context clues to identify and distinguish homographs ➢ draw on experience to bring meaning to words in context ➢ Complete a book report and create a Book Award ➢ Discuss Story Structure in Non-Fiction	The Students Will… ➢ Answer comprehension questions after reading each chapter ➢ Complete occasional writing activities related to novel events ➢ Identify important vocabulary prior to reading each chapter ➢ See also "Writing"

Reading 4th	May	June
Topics	o Noel Unit: Dear Mr. Henshaw by Beverly Cleary	o See May
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Orally read novel in class ➢ Keep a journal with a question regarding the novel and a question regarding them personally ➢ Discuss important social events that occur in the novel ➢ Identify difficult vocabulary words before each chapter	The Students Will… ➢

4th Grade Language Arts

LA 4th	September	October	November	December
Topics	o Grammar	o Grammar o Writing	o Grammar o Writing	o Grammar
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Identify sentences and fragments ➢ Use sentence end punctuation ➢ identify declarative and interrogative sentences ➢ Identify imperative and exclamatory sentences	The Students Will… ➢ Identify compound and complex sentences ➢ Learn the writing process: Rough draft, final copy ➢ Write a personal narrative with illustrations See also "Reading" -Novel Unit	The Students Will… ➢ Focus on answering comprehension questions with correct usage ➢ Review complete and simple subjects ➢ See also "Reading" -Novel Unit	The Students Will… ➢ recognize subjects in sentences ➢ recognize, understand, and use nouns ➢ review proper usage of periods and question marks ➢ study use of commas: in a series, with adjectives, in compound sentences, with names, with introductory words, with explanations, with dates/addresses ➢ study the use of apostrophes in contractions and possessives

LA 4th	January	February	March	April
Topics	o Grammar o Writing	o Writing o Grammar	o Writing o Grammar	o Writing o Grammar
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will... ➢ study the use of quotation marks in dialogue ➢ Create a piece of writing (prose or poetry) for the Southern Lakes Anthology ➢ See also "Reading" -Novel Unit	The Students Will... ➢ Write a 75 word essay for "Grandparent of the Year" ➢ Focus on editing their own work ➢ Peer edit a friend's work ➢ recognize that a noun is a person, place, thing, or idea ➢ identify nouns within the simple and compound subject ➢ use nouns correctly in sentences ➢ recognize proper nouns in sentences ➢ capitalize proper nouns	The Students Will... ➢ use prewriting strategies to plan a written mystery ➢ self-edit mystery rough draft ➢ evaluate/edit peer's work ➢ create a Pop Up project on a mystery story ➢ distinguish between common and proper nouns ➢ recognize that proper nouns must begin with a capital letter ➢ form proper nouns correctly ➢ recognize singular and plural nouns, including -s and -es inflections ➢ form regular plural nouns ➢ Review Parts of Speech: Nouns, Singular and Plural Nouns	The Students Will... ➢ See also "Reading" -novel unit

LA 4th	May	June
Topics	o Writing o Grammar	o See May
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ See also "Reading" –novel unit	The Students Will… ➢

5th Grade Reading

Reading 5th	September	October	November	December
Topics	o Reading Strategies o Relating to others	o <u>Witch of Blackbird Pond</u>	o <u>Witch of Blackbird Pond</u>	o Literature Circles o The Christmas Genie
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➤ Use antonyms as context clues to find meaning of unfamiliar words ➤ Develop questions about reading to understand text ➤ Recognize and evaluate author's generalizations ➤ Use context clues to label the sequence of events ➤ Identify main ideas ➤ Connect ideas and themes across texts	The Students Will… ➤ Use chronological order to list the events in the novel ➤ Identify the major themes of the novel ➤ Choose a theme and write a 5 paragraph essay discussing the relationship between the theme and novel ➤ Use information from the novel to create a detailed sketch of a colonial town	The Students Will… ➤ Use chronological order to list the events in the novel ➤ Identify the major themes of the novel ➤ Choose a theme and write a 5 paragraph essay discussing the relationship between the theme and novel ➤ Use information from the novel to create a detailed sketch of a colonial town	The Students Will… ➤ Fulfill a role within a group to complete study sheets on a story. ➤ Use reading skills to decode words. ➤ Use the lessons learned in the novel to help them write their own Christmas wish. ➤ Identify the major theme in the novel

Reading 5th	January	February	March	April
Topics	o <u>Tuck Everlasting</u>	o <u>Island of the Blue Dolphins</u>	o <u>Island of the Blue Dolphins</u>	o <u>Bridge to Terabithia</u>
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Use reading skills to decode words ➢ Use a dictionary to locate vocabulary words ➢ Create a vocabulary journal, recording key words from the novel ➢ Identify the major themes of the novel ➢ write a 5 paragraph essay comparing the novel to the movie	The Students Will… ➢ Use a dictionary to locate vocabulary words ➢ Create a reading response for the novel ➢ Identify the major themes of the novel ➢ Create a time capsule book report ➢ Write a fictional story with the theme of "stranded"	The Students Will… ➢ Use a dictionary to locate vocabulary words ➢ Create a reading response for the novel ➢ Identify the major themes of the novel ➢ Create a time capsule book report ➢ Write a fictional story with the theme of "stranded"	The Students Will… ➢ use various reading strategies to decode words ➢ create summaries for each chapter in the novel ➢ Use a dictionary to locate vocabulary words ➢ complete a literary interview where one student pretends to be a character in the story, and must take on the personality of that character ➢ write a 5 paragraph essay on one of the themes from novels ➢ identify the major themes in the novel

Reading 5th	May	June
Topics	○ <u>From the Mixed Up Files of Mrs. Basil E. Frankweiler</u>	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ use clues to figure out the meaning of unfamiliar words ➢ create a reading response journal, documenting feelings and ideas from the novel ➢ identify new vocabulary words ➢ Use clues to create the sequence of events ➢ Identify the major themes of the novel	The Students Will… ➢

5th Grade Language Arts

LA 5th	September	October	November	December
Topics	o Grammar and usage o Sentences o Writing o Features of a personal narrative	o Grammar and usage o Nouns o Verbs o Writing o Persuasive writing	o Grammar and Usage o Review o Writing o Persuasive Essay	o Grammar and Usage o Verbs o Writing o Winter Myth
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Apply the steps of the writing process to begin writing a personal narrative ➢ Identify the difference between a sentence and a sentence fragment ➢ Exhibit comprehension of a declarative, interrogative, imperative, and exclamatory sentence ➢ Determine the difference between the simple, complete, and compound subject and predicate ➢ Identify the correct usage of nouns (singular, plural, and possessive)	The Students Will… ➢ Use the steps of the writing process to write a persuasive essay ➢ Identity nouns and verbs in a sentence ➢ Determine the tense of a verb and apply this knowledge when writing a paper/story	The Students Will… ➢ apply the steps of writing to begin writing a persuasive essay ➢ use research to back up opinions in a persuasive essay	The Students Will… ➢ develop myths about Winter and write a story ➢ Use the writing process to steps to create a poem/story on the theme "Treasures". ➢ Identify the min verb and helping verb in a sentence ➢ Identify correct subject-verb agreement ➢ Correctly spell verbs in present and past tense

LA 5th	January	February	March	April
Topics	o 6 Trait Writing o Ideas o Organization o Word Choice	o 6 Trait Writing o Sentence Fluency o Voice o Grammar and Usage o Pronouns o Writing o Tuck Everlasting Paper	o Grammar and Usage o Adjectives o Writing o Fractured Fairy Tale Unit	o Grammar and Usage o Adverbs o Forensics Speech o Poetry
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ learn how to successfully choose a strong idea for a paper ➢ clearly state a topic sentence and supporting detail ➢ organize a paper so that it makes sense ➢ use transition words to help with the flow of the paper ➢ use strong, specific verbs in the writing	The Students Will… ➢ Make writing flow by combining short, choppy sentences into compound sentences. ➢ Include different kinds of sentences for a smooth-sounding paragraph ➢ Make sure that the voice matches the purpose of the paper ➢ Identify the pronouns in a sentence ➢ Use possessive pronouns correctly in a sentence ➢ Write a five paragraph essay comparing and contrasting the novel <u>Tuck Everlasting</u> to the movie	The Students Will… ➢ Explore the meaning of an adjective, and an article ➢ Combine sentences with adjectives ➢ Use writing skills to write a fractured fairy tale ➢ Create a format for a fractured fairy tale, and follow it ➢ Illustrate fractured fairy tale to match story	The Students Will… ➢ Identify an adverb in a sentence ➢ Compare two or more actions with adverbs ➢ Explore the meaning of double negatives, and correct them by changing one negative into a positive word ➢ Create a rhyming poem ➢ Write a speech or read prose for a forensics competition

LA 5th	May	June
Topics	o Grammar and Usage o Interjections, Prepositions, and Prepositional Phrases o Mechanics o Response paper to novel o 5th Grade Anthology	o
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Write a 5 paragraph essay in response to the novel <u>Bridge To Terabithia</u> ➢ Create a poem, short story, journal entry etc. to contribute to a classroom anthology - the writing is about 5th grade ➢ Create a poem, short story, journal entry etc. to contribute to a classroom anthology - the writing is about 5th grade	The Students Will… ➢

6th Grade Language Arts/ Writing

LA 6th	September	October	November	December
Topics	o Snapshot in Words	o Respond to Literature Essay: 6-traits: Integrated into Lessons o Beast in My Backyard	o Personal Narrative paragraph – Anthology "Treasures" 6-traits Ideas Integrated	o Compare/Contrast Essay 6-traits o "How-to" Speech
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Use graphic devices to generate and organize ideas for a topic ➢ Use an observation chart to show details and generate sensory words to aid in descriptive writing ➢ Understand an use techniques to narrow a topic ➢ Determine an audience for your work ➢ Realize that a paragraph is simply a picture of one small event or idea	The Students Will… ➢ Identify and write a clear focus statement {I} ➢ Use transition words to show time order (R) ➢ Write a clear summary statement (I) ➢ Use specific details of key events to support these events (D) ➢ Show writer's attitude toward main events and character through word choice (I) ➢ Use conjunctions to connect main ideas (R) ➢ Develop a clear beginning with details arranged in sensible order ➢ Judge whether sentences in a paragraph develop the main idea ➢ Recognize run-on and fragment sentences (R) ➢ Edit to apply grammar lessons in their essay (R) ➢ Apply new vocabulary to writing (D) ➢ Understand the difference between connotation and denotation (D) ➢ Enhance and build vocabulary (D)	The Students Will… ➢ Use prewriting techniques to develop an idea for writing about anthology theme "Treasures" (D) ➢ Narrow topic for writing (R) ➢ Understand form and content of free-verse poems (D) ➢ Understand the use of poetry techniques (D) ➢ Plan and draft a poem with the theme of "Treasures"(D)	The Students Will… ➢ Identify common elements in two different plays to use for compare and contrast (I) ➢ Learn and use appropriate prewriting and drafting skills to create a compare and contrast essay using: ➢ Venn diagram (D) ➢ Block by block or Point by point method (I) ➢ Recognize the characteristics of a well-written paragraph ➢ Judge whether sentences in a paragraph develop its main idea ➢ Arrange ideas in a paragraph in a sensible order ➢ Learn and use appropriate transitions pertinent to a compare and contrast writing in order to create a variety of sentence structures (I) **How- To Speech** ➢ Use pre-writing techniques to develop a topic ➢ Generate steps, tools, and materials for the activity ➢ Explain each step to the audience ➢ Write an effective beginning, middle, and end ➢ Include suggestions to make the steps clear ➢ Speak in appropriate volume, rate, and tone for topic and audience

LA 6th	January	February	March	April
Topics	o Pet Peeves-integrated 6-traits into lessons	o Research Chinese Culture and Customs for special all-school presentation at Chinese lunch	o Fun in the Great Outdoors-Narrative o Integrate 6-traits of writing	o Persuasive Essay-Expository o Integrate 6-traits
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Use critical thinking skills to define a problem in their lives and select the best possible solution ➢ Compose the thesis statement about the problem ➢ Use drafting skills to compose a problem solution outline ➢ Use the outline to write a 3-paragraph essay ➢ Revise the essay by adding details to clarify ideas and counter possible objections ➢ Provide a strong concluding statement ➢ Use peer editors to aid in revision	The Students Will… ➢ Use prewriting techniques to select topic for short report ➢ Identify purpose and audience for report ➢ Identify primary and secondary sources ➢ Narrow and focus topic, and then gather information ➢ Use critical thinking to generate questions about your topic that you would like answered ➢ Use note-taking skills ➢ Identify sources as information is gathered ➢ Evaluate information gathered and integrate what is needed for oral presentation ➢ Prepare visual aids to express the information and to enhance audience's understanding ➢ Orally present information in a friendly manner to Woods School students	The Students Will… ➢ Understand content and structure of a phase autobiography ➢ Know the difference between a biography and autobiography ➢ Use a model to review content and form ➢ Brainstorm a time in their lives when you had an outdoor adventure ➢ Recognize and use a hook for your audience ➢ Order details for coherence ➢ Prepare an outline ➢ Use precise nouns ➢ Recognize and use a variety of sentence beginnings ➢ Edit for sentence variety and conventions	The Students Will… ➢ Identify a personal issue that matters to them ➢ Write a clear opinion statement ➢ Gather facts and opinions to support the statement ➢ Generate an outline to include an introductory paragraph, two supporting paragraphs, and a conclusion ➢ Draft your paper based on the outline ➢ Learn strategies for writing strong introductions and conclusions in persuasive essays ➢ Evaluate for the supporting details and precise words ➢ Analyze the organization-whether most important to least important is best or least to most is best. ➢ Takes into account arguments from the other side ➢ Edit that there is a separate paragraph for each supporting reason

LA 6th	May	June
Topics	○ Poetry	○ End of the year review
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➤ Understand and use rhyme, rhythm, and repetition in a poem ➤ Learn and use onomatopoeia in a poem ➤ Write an ode to honor someone or something ➤ Compose a poem using simile and metaphor ➤ Write a free verse poem to convey tone by word choice and line length ➤ Understand and write a Haiku poem	The Students Will… ➤ Review what has been learned in grammar by finding examples of literary terms in a variety of sources

6th Grade Reading

Reading 6th	September	October	November	December
Topics	o Julie of the Wolves	o Finish Julie of the Wolves o Moments of Truth	o Moments of Truth- Collection 1 continued	o Oral Book Report
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Analyze the influence of setting on the conflict and resolution of the plot (I) ➢ Understand internal and external conflict ➢ Analyze character motivation ➢ Summarize plot events ➢ Make inferences ➢ Make predictions	The Students Will… ➢ Use the strategies of organizing information, making inferences, and summarizing events in a story to retell to an audience (I) ➢ Assess their retelling using a checklist and then revise their work (I) ➢ Use context clues to identify meaning of unfamiliar words (D)	The Students Will… ➢ Read two plays (M)) ➢ Make inferences (D) ➢ Make predictions (D) ➢ Analyze the structure of a play and its difference in structure from other literature (D) ➢ Analyze how character changes and responds as the plot moves forward towards a resolution (D) ➢ Identify differences and similarities in character, setting, and plot between these two plays (D) ➢ Analyze moral lessons (R) ➢ Identify the elements of suspense (D) ➢ Recognize mood in fiction and recognize elements that contribute to that mood (I)	The Students Will… Oral Book Reports ➢ Dress to become the main character in the book of their choice (M) ➢ Articulate main ideas as pertaining to impromptu questions about a novel that was read (D) ➢ Distinguish between significant and insignificant details (D) ➢ Listen politely to information told by peers (M) ➢ Use appropriate eye contact, projection, and volume when speaking to peers (M)

Reading 6th	January	February	March	April
Topics	o Wrinkle in Time	o The Heart of the Matter	o Biography and Autobiography-Unforgettable Personalities	o Thief Lord
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Understand literary terms: climax, conflict, plot line, point of view, protagonist, theme ➢ Learn what generalization is and its relationship to critical thinking ➢ Determine internal and external conflict of characters and their effect on plot ➢ Analyze setting and infer information from the text ➢ Analyze information that is stated in the text and its relationship to plot or characters ➢ Use critical thinking to pose and respond to specific questions in reference to events of the novel ➢ Determine theme of the novel ➢ Follow rules of for debate on specific ideas and theme presented in the novel	The Students Will… ➢ Analyze theme and universal themes ➢ Recognize the difference between theme and subject ➢ Recognize the difference between theme and plot ➢ Analyze fairy tales ➢ Evaluate a writer's conclusions ➢ Make generalizations ➢ Distinguish fact and opinion ➢ Use context clues to determine word meaning ➢ Identify hyperbole ➢ Interpret idioms ➢ Identify word origins	The Students Will… ➢ Identify the speaker and recognize the difference between first-and third-person ➢ Connect and clarify main ideas by identifying relationships across texts ➢ Analyze an autobiography ➢ Infer the main idea ➢ Explain the effect point of view has on the story ➢ Compare and contrast autobiography and biography ➢ Analyze how tone is conveyed in poetry	The Students Will… ➢ Analyze common literary devices such as irony ➢ Understand and describe character's motivation ➢ Analyze the effect setting has on the plot ➢ Analyze the problems characters face and list possible solutions ➢ Create a character attribute web and use it to show character changes ➢ Show cause and effect chart of one event in the story ➢ Predict outcomes as you read the novel ➢ Use context clues to determine word meaning ➢ Generate and respond to questions both verbally and in writing

Reading 6th	May	June
Topics	○ Poetry	○
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Analyze the use of rhyme, rhyme scheme, repetition, tone, word choice, refrain, and extended metaphor in poetry ➢ Use specific reading strategies to read and understand a poem ➢ Identify and interpret figurative language ➢ Describe the function and effect of common literary devices such as imagery and metaphor ➢ Interpret the figurative and metaphorical use of words in context ➢ Analyze the characteristics of different forms of poetry, inclusding ballads, lyrics, odes, elegies, sonnets, and epics	The Students Will… ➢

7th Grade Language Arts/ Writing

LA 7th	September	October	November	December
Topics	o Interpret a Story -6-traits integrated into lesson	Personal narrative- Embarrassing Moment- Integrate 6-traits into lesson	o Writing- Introduce Anthology; Summary paragraph- 6-traits integrated into lessons	o Honor Stray 6-traits integrated into lessons o Compare / Contrast
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➤ Understand what a response essay is ➤ Learn to 'interpret ' a story ➤ Review theme ➤ Understand how main events reveal a message about life or human nature(gaining insight)\Work through a sample response pointing out elements that make the essay a good response to literature ➤ Select a book you have read for this purpose ➤ Be sure they have read it thoroughly ➤ Identify main character(s) and theme ➤ Gather details and chart them according to main events ➤ Write a focus statement using the formula: Character+ what the character learns =focus statement ➤ Write topic sentences for paragraphs ➤ Write rough draft organizing paragraphs around the focus statement and topic sentences ➤ Support with details ➤ Use appropriate transitions to signal time order ➤ Remember that voice creates tone ➤ Revise using 6-traits	The Students Will… ➤ Use prewriting techniques: brainstorming, recall, listening to peers, and free-writing – to select an embarrassing moment to write about (M) ➤ Relate a personal experience in descriptive detail(D) ➤ Recall and list facts and sensory details about the experience (R) ➤ Recognize various methods to organize and select one of these methods for the writer's individual purpose (D) ➤ Identify appropriate techniques of elaboration (D) ➤ Review four types of leads and choose one to 'hook' your audience (R) ➤ Apply the techniques to enrich the paragraph-show, not tell (R) ➤ Distinguish the transition words appropriate to the writing to aid coherence (D) ➤ Use lively and precise subjects and verbs (D) ➤ Incorporate newly acquired vocabulary words into writing (D) ➤ Write an entertaining and coherent paragraph for the audience's enjoyment (D)	The Students Will… ➤ Use prewriting techniques to develop an idea for writing about anthology theme "Treasures" (D) ➤ Narrow topic for writing (R) ➤ Understand form and content of free-verse poems (D) ➤ Understand the use of poetry techniques (D) ➤ Plan and draft a poem with the theme of "Treasures"(D) ➤ Distinguish between paraphrased and summarized information (I) ➤ Recognize the main idea of a passage (D) ➤ Rewrite key ideas in their own words (D) ➤ Edit for errors (R) ➤ Incorporate newly acquired vocabulary words into writing (D)	The Students Will… ➤ Identify the effectiveness of sensory details in their writing ➤ Use elaboration techniques to show rather than tell (R) ➤ Recognize effective topic sentences (D) ➤ Understand how to use paragraphing when writing and revising (D) ➤ Identify unrelated details ➤ Analyze paragraphs for unity(D) ➤ Understand and use strategies for proofreading (D) ➤ Use paragraph skills to form clear cohesive writing ➤ Understand content and form of what an expository compare/ contrast essay is ➤ Use sample essay to model and teach elements ➤ Choose two topics to use as comparison ➤ Gather details about each subject using a Venn diagram ➤ Write a focus statement ➤ Use topic sentences to indicate information in each paragraph ➤ Organize point by point ➤ Revise and edit using 6-triats

LA 7th	January	February	March	April
Topics	o Summary and paraphrasing paragraphs	o Classified Ads o Persuasive Letter Integrate 6-traits	o Time Traveler-Research Integrate 6-traits	o Point of View Egg Drop-integrate 6-traits o Creative Writing
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Understand the difference between a summary paragraph and paraphrased paragraph ➢ Distinguish between paraphrased and summarized information ➢ Recognize plagiarism ➢ Read a sample non-fiction article ➢ Find the main idea ➢ Read a summary of that article ➢ Decide how the paragraph is organizes ➢ Identify the main idea(topic sentence), body, and closing ➢ Choose an article to summarize ➢ Read and take notes. Write the main idea ➢ Use active voice ➢ Edit and revise for	The Students Will… ➢ Look at common classified ads found in newspapers ➢ Determine necessary elements in an ad ➢ Identify the purpose of an ad ➢ Create an ad following and including the specified information for a specific purpose ➢ **PERSUASIVE LETTER** ➢ Learn the major sections and format of a business letter using correct spacing and punctuation ➢ Learn how to correctly fold a business letter and place in an envelope ➢ Understand the purpose and content and form of a problem – solution essay ➢ Plan, draft, revise, edit, and publish a problem – solution essay written in letter format ➢ Use topic sentences and proper transitions to indicate the importance of supporting details and coherence ➢ Recognize the importance of voice in a persuasive letter to sound confident in your point of view	The Students Will… ➢ Focus on a topic by asking yourself questions-*What do I want to know?* ➢ Narrow the topic ➢ Learn difference between primary and secondary sources ➢ Learn how to evaluate reference materials for credibility ➢ Use a dictionary to find meaning of new words ➢ Review plagiarism and paraphrasing ➢ Learn to set up note cards for the recording of details ➢ Keep track of sources ➢ Use notes to organize information into middle paragraphs ➢ Recognize the difference between listing information and writing focused paragraphs ➢ Write a multi paragraph informational paper ➢ Use multi-media to present information to the class in an oral report	The Students Will… ➢ Review definitions of point of view including the two main types used by authors ➢ Understand how point of view affects what readers learn about the story ➢ Choose a point of view to write from a simple act of an egg drop ➢ Under the content and structure of a short story ➢ Use information gathered in research for time traveler to choose a topic(character, conflict, setting) to write about ➢ Use graphic organizer to create setting and character ➢ Recognize the importance of dialogue in fiction ➢ Write dialogue –punctuating correctly ➢ Recognize the elements of an attention-getting introduction ➢ Write an attention getting introduction ➢ Develop the story with a clear setting, conflict, and a strong conclusion ➢ Peer edit with positive comments and respect for others work

LA 7th	May	June
Topics	o Restaurant Review o Create an ad for the restaurant	o WRAP UP
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Understand the purpose and elements of a restaurant review ➢ Describe and evaluate a restaurant using sensory details ➢ Use specific adjectives so reader can visualize ➢ Establish a focus statement ➢ Use precise nouns and verbs ➢ Draft, revise, and edit and share your writing ➢ Recognize appeals advertiser make to customers ➢ Identify errors in reasoning ➢ Recognize improper appeals to emotion ➢ Identify the qualities of a good ad ➢ Create a magazine ad for the restaurant	The Students Will… ➢

7th Grade Reading

Reading 7th	September	October	November	December
Topics	o Telling Stories	o Folktales, Myths and Legends	o Do the Right Thing	o Do the Right Thing (Continue)
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ ➢ Analyze plot's structure in short stories (R) ➢ Retell and summarize a story's plot (D) ➢ Analyze proposition and support patterns in non-fiction texts (I) ➢ Identify character's effect on plot (R) ➢ Identify foreshadowing and flashback and analyze its use (D) ➢ Understand history of the English language (D) ➢ Use prediction (R)	The Students Will… ➢ Define and Identify elements of myths, legends and folktales (D) ➢ Define and identify exaggeration, imagery, and dialect (D) ➢ Identify and analyze theme and its purpose as it relates to the historical period it was from (I) ➢ Analyze that some heroic elements never change (D) ➢ Use of vocabulary as it relates to text (D) ➢ Accurately recall significant details and sequence accurately (D) ➢ Share impromptu remarks as it relates to the discussion (D) ➢ Use effective questioning to clarify ideas (D) ➢	The Students Will… ➢ Evaluate structural elements of the plot, including subplots, and parallel episodes(I) ➢ Use context clues to decode word meaning (D) ➢ Analyze both internal and external conflict (D) ➢ Find examples of irony (D)	The Students Will… ➢

Reading 7th	January	February	March	April
Topics	○ Novel-Call of the Wild	○ Telling Stories	○ Being There	○ The Human Spirit
➢ **Skills** ➢ **I-Introduce** ➢ **D-Develop** ➢ **M-Master** ➢ **R-Reinforce**	➢ The Students Will… ➢ Recognize structure pieces of the novel ➢ Read and enjoy a novel ➢ Understand the importance of following common cultural values: appreciation of nature, importance of loyalty. Self-sacrifice, compassion, and the power of love as a civilizing force ➢ Analyze how an author develops point of view of different characters or narrator in a text ➢ Analyze how setting shapes plot ➢ Determine the central idea and see how it is developed over the course of the plot ➢ Analyze the authors use of phrases and clauses to express meaning ➢ Use context clues to determine meaning ➢ Use a dictionary to check meaning ➢ Analyze word parts to determine meaning ➢ Improve skills in evaluating literature ➢ Recognize that an authors diverse experiences can influence his/her writing ➢ Identify irony ➢ Learn about stereotype	➢ The Students Will… ➢ Evaluate plot structure and the way conflicts are resolved ➢ Evaluate plot's structure and ➢ Development and the way conflicts are resolved ➢ Analyze the effect of characters, and setting ➢ Evaluate structural elements including subplot and parallel structure ➢ Share impromptu remarks about relationship of character to one's own life as well as others ➢ Perform expressive oral reading of prose ➢ Participate in discussion by listening inventively and respectively to other's opinions and responding courteously to others remarks ➢ Understand the history of the English language ➢ Analyze propositions and support patterns in text ➢ Analyze development of time sequence, including use of foreshadowing and flashback ➢ Evaluate credibility of author's argument	➢ The Students Will… ➢ Learn the definitions of mood and tone ➢ Analyze the importance of setting to the mood and tone of the text ➢ Make inferences ➢ Analyze cause and effect relationships ➢ Demonstrate comprehension of word meaning by using definitions, restatement, example, comparisons, or contrasts ➢ Analyze the way a work of literature related to theme and issues of its historical period ➢ Respond orally to questions without dominating the discussion ➢ Demonstrate to each other how the use of facial expression and other response cues when others are talking can have a positive or negative effect on peers and the quality of the discussion ➢ Display and maintain facial expressions, body language and other response cues that indicate respect for the speaker and have a positive effect on discussions	➢ The Students Will… ➢ Create summary statement using a statement:"Somebody wanted but so " –divide the words into a chart of four columns ➢ Define theme and summary and compare the difference ➢ Understand summary and theme ➢ Analyze theme in a work of literature ➢ Use resources to understand the historical background of a play ➢ Understand how mood is created by sounds as well as a words ➢ Compare and contrast types of characters through words in ext as well as inference ➢ Analyze theme in factual reporting using a KWL chart ➢ Learn the difference between connotation and denotation ➢ Use that knowledge to aid in finding mood and tone ➢ Compare and contrast works that express a universal theme, and provide evidence to support that theme

Reading 7th	May	June
Topics	o Literature Circles	o Literature Presentations
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Choose from a selection of four books ➢ Analyze in group discussion the theme, character motivation, and influence of setting on the novel ➢ Respond in writing to a variety of questions regarding the events of the novel ➢ Compare and contrast a fictional portrayal of a time or place and a historical account of the same period as a means of understanding how authors of fiction use or alter history	The Students Will… ➢ Students will prepare and present a multi-media presentation of books

8th Grade Language Arts/ Writing

Writing 8th	September	October	November	December
Topics	o Defending a Position	o Writing: 5-paragraph Persuasive Essay 6-traits integrated into lessons	o News Story Anthology-Treasures	o Compare/contrast essay based on character in the Outsiders
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Take a position on an issue ➢ Gather details and reasons to support the position ➢ Select an important objection to address in the writing ➢ Write a clear position statement from formula ➢ Create a planning guide ➢ Write a first draft ➢ Learn and use organization pertinent to a position writing ➢ Revise and edit using 6-traits rubric	The Students Will… ➢ Identify elements of a clear persuasive essay (R) ➢ Distinguish a narrowed topic from a broad topic (R) ➢ Choose an individual topic and audience for a persuasive essay (M) ➢ Write a clear and coherent position statement on that topic (M) ➢ Investigate, interview, and research reliable reasons to support the position statement (M) ➢ Utilize and create an outline for the purpose of writing the ➢ Review and use the transition words specific to persuasive writing (M) ➢ Organize reasons in order of importance with the signal/transition words (M) ➢ Write a persuasive essay on the topic (M) ➢ Create a rubric specific to persuasive writing and student's individual needs (D) ➢ Learn and apply new vocabulary words in writing (D)	The Students Will… ➢ Use prewriting techniques to develop an idea for writing about anthology theme "Treasures" (D) ➢ Narrow topic for writing (R) ➢ Understand form and content of free-verse poems (R) ➢ Understand the use of poetry techniques (R) ➢ Plan and draft a poem with the theme of "Treasures"(D) ➢ View a newspaper and view how visual design is used to convey a message to the reader ➢ Examine how articles and pictures convey a message and tell a story (R) ➢ Understand journalistic terms and vocabulary (M) ➢ Understand the structure of a news article (M) ➢ Analyze and discern fact from opinion statements (M) ➢ Apply only facts and not opinion statements of the writer to the content of the article (M) ➢ Produce and publish a news article centered on an event from the novel <u>The Outsiders</u> ➢ Apply and use 6-traits of writing (D) ➢ Develop and use proofreading skills (D)	The Students Will… ➢ Use a two part focus statement for compare/contrast essay (R) ➢ Determine elements in character that have changed and those that have stayed the same (D) ➢ Use Venn diagram to organize ideas (R) ➢ Organize essay either point by point or block style ➢ Use an outline to organize thoughts (D) ➢ Use transitions to introduce points and achieve coherence in the writing(R) ➢ Use a clear introduction of topic, a multiple paragraph middle, and a clear summary paragraph following the compare/contrast form (R)

Writing 8th	January	February	March	April
Topics	o Harris Burdick Mystery Story- Creative writing Integrate 6-traits	o Compare and Contrast Essay o Topic- Two Poems o Integrate 6-traits	o Book Review- Analyzing Theme o Integrate 6-traits	o Graduation Presentations o Integrate 6-traits
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➤ Understand the content and structure of a short story ➤ Choose a topic to write about ➤ Use a graphic organizer to create setting, character traits, and conflict ➤ Use a plot line to outline events for the story ➤ Write a good hook for the reader following one of the four main lead types ➤ Use transitions, phrases, and clauses to convey sequences ➤ Review how to write dialogue ➤ Use dialogue to develop events and characters ➤ Use precise language and sensory language to create action and experiences of characters ➤ Provide a conclusion that rationally follows the described characters and events	The Students Will… ➤ Identify universal theme in each poem and provide evidence to support it ➤ Identify similarities and differences between each poem ➤ Use a Venn diagram ➤ Identify specific features to be compared and contrasted ➤ Identify and write a clear focus statement ➤ Use a topic sentence for each paragraph ➤ Write a 4-paragraph easy using point by point of block style ➤ Create unity coherence in each paragraph using clear transitions to show relationship of ideas ➤ Use a 6-traits rubric to assess essay	The Students Will… ➤ Understand the difference between a book report and a book review ➤ Identify the theme in a novel ➤ Write a key focus statement ➤ Gather details ➤ Use a pattern of organization: beginning includes theme, book's title, and author ➤ Create a mood appropriate for the novel ➤ Use literary terms and words that audience can understand ➤ Use varied sentence structure ➤ Edit and revise using 6-traits rubric	The Students Will… ➤ Draft an autobiographical incident choosing details that show rather than tells ➤ use a topic sentence that starts the narrative, a body that moves it along, and a closing sentence that gives the audience something to think about ➤ Edit and revise using 6-traits ➤ Realize that humor can be funny without being sarcastically hurtful ➤ Collaborate with peers to write a clear cohesive speech ➤ Realize how pacing, rate, and volume enhance the listeners understanding ➤ Use appropriate eye contact and clear pronunciation ➤ Realize the relationship of practice to performance

Writing 8th	May	June
Topics	o Informative Essay	o End of the year review
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Use a variety of charts, diagrams, and free-writing to gather and organize ideas ➢ Establish a clear focus with topic sentences that explain ideas ➢ Support with a variety of specific and interesting details ➢ Revise drafts to create a precise pattern and interested voice ➢ Asses writing using a 6-traits rubric	The Students Will… ➢

8th Grade Language Arts/ Grammar

Grammar 8th	September	October	November	December
Topics	o Review parts of Speech o Sentence Structure for Good Writing	o Using Nouns	o Using Pronouns	o Comma Rules

Skills
I-Introduce
D-Develop
M-Master
R-Reinforce
	The Students Will...
	➢ Learn and review common sentence problems in writing
	➢ Understand the difference between a phrase and a clause
	➢ Understand the function of a phrase and a clause in sentence
	  ➢ Recognize and use these phrases and clauses to add flow to writing
	➢ Recognize rambling sentences and edit to eliminate from writing
	➢ Recognize and edit wordy sentences
	➢ Recognize substandard sentence structure
	➢ Recognize and write clear sentences
	➢ Improve sentence style through expansion by adding words and phrases and combining short sentences
	  ➢
		The Students Will...
		➢ Recognize and distinguish between common and proper nouns
		➢ Form plurals of nouns correctly
		➢ From possessives of nouns correctly
		➢ Recognize errors in writing forming plurals and possessives
		➢ Add clarity to writing using specific nouns
			The Students Will...
			➢ Identify personal pronouns
			➢ Identify and use subject, object, and possessive forms of personal pronouns correctly in sentences
			➢ Use pronouns correctly in compound subjects and objects
			➢ Distinguish between contractions and possessive pronouns
			➢ Identify singular and plural indefinite pronouns and use verbs that agree in number to them
			➢ Identify demonstrative and interrogative pronouns
			➢ Use *who, whom, them, us, and whose* correctly in sentences
			➢ Identify and use reflexive and intensive pronouns correctly in sentences
			➢ Make pronouns agree with their antecedents
				The Students Will...
				➢ Review some of the comma rules
				  o Between items in a series
				  o Dates and addresses
				  o Set off nonrestrictive clauses and phrases
				  o Set off titles and initials
				  o Set off interruptions

Grammar 8th	January	February	March	April
Topics	○ Using Verbs	○ Using Modifiers	○ Prepositions, Conjunctions,, and Interjections	○ Using compound and complex
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Identify action and linking verbs ➢ Recognize helping verbs and main verbs in verb phrases ➢ Identify and use verb tense ➢ Recognize and use progressive forms of verbs ➢ Identify and use active and passive forms ➢ Identify and use correctly verb pairs that are often confused ➢ Recognize and avoid needless shift in tense in writing	The Students Will… ➢ Identify adjectives, adverbs, articles, and pronouns used as modifiers ➢ Distinguish between adjectives and adverbs ➢ Form and use adjectives and adverbs in comparative and superlative form ➢ Recognize and avoid common errors in the use of modifiers ➢ Use modifiers for elaboration and clarity	The Students Will… ➢ Identify prepositions and their objects ➢ Distinguish between prepositions and adverbs ➢ Identify adjective and adverb phrases ➢ Identify coordinating and correlative conjunctions ➢ Identify interjections ➢ Use appropriate prepositions to show clear relationships between words in a sentence ➢ Use conjunctions to combine ideas	The Students Will… ➢ Understand the form and function of compound and complex sentences ➢ Distinguish between compound sentences and sentences with compound subjects and/or verbs ➢ Identify subordinate clauses as adjectives, adverbs, or noun clauses ➢ Identify and use relative pronouns correctly in adjective clauses ➢ Improve sentence variety using compound and complex sentences ➢ Use subordinate clauses correctly

Grammar 8th	May	June
Topics	o Using Verbals	o WRAP-UP
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Identify the uses of infinitives and infinitive phrases ➢ Recognize split infinitives ➢ Identify the uses of participles and participial phrases ➢ Identify gerunds and gerund phrases ➢ Distinguish between gerunds and participles ➢ Use verbals to add information to a sentence ➢ Use verbals to combine sentences	The Students Will… ➢

8th Grade Reading

Reading 8th	September	October	November	December
Topics	o Cliff-Hanger o Conflict and Suspense	o Comedy	o Novel unit <u>The Outsiders</u>	o World of Fantasy
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	The Students Will… ➢ Determine meaning of foreshadowing ➢ Recognize foreshadowing ➢ Understand how foreshadowing aids in making a story suspenseful ➢ Identify internal and external conflict ➢ Expand vocabulary and language skills using context ➢ Respond to literature through written and oral responses ➢ Identify and describe main conflict ➢ Analyze reaction of characters to the setting and conflict ➢ Understand the elements that make a story suspenseful ➢	The Students Will… ➢ Read and listen to comedy selections ➢ Recognize and enjoy exaggeration, understatement, and verbal irony in comedy ➢ Gain exposure to notable current and historical comic writers) ➢ Appropriately respond in clear and pertinent writings and discussions to humorous stories ➢ Improve skills in oral reading	The Students Will… ➢ Analyze the effect of point of view ➢ Demonstrate authors viewpoint in regards to the human condition ➢ Assess character faults and their effect on plot ➢ Understand character motivation ➢ Recognize the influence of society on characters ➢ Select and evaluate orally and in writing, passages of text ➢ Identify common cultural and social themes ➢ Compare and contrast changes in character as a result of events in plot ➢ Evaluate tone of a novel (D) ➢ Analyze and explain the differences between reading a novel and viewing a movie version of it	The Students Will… ➢ Imagine alternative worlds, characters, and settings ➢ Respond to fantasy in oral discussion and written responses ➢ Identify and define literary elements used in fantasy ➢ Analyze a story's theme ➢ Evaluate the importance of realism ➢ Analyze and describe mood ➢ Research facts behind fantasy ➢ Enjoy reading

Reading 8th	January	February	March	April
Topics	o Short Story	o Poetry	o Novel Unit- The Giver	o Literary Criticism: A Biographical Approach
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	**The Students Will…** ➢ Gain exposure to notable authors ➢ Gain a wealth of experience through reading a variety of works ➢ Expand vocabulary and language knowledge ➢ Identify and define the elements of short story ➢ Analyze the structure of a short story ➢ Practice reading aloud ➢ Understand fallacious reasoning ➢ Analyze point of view ➢ Analyze tone and mood ➢ Determine character's motivation for action ➢	**The Students Will…** ➢ Analyze the characteristics of different forms of poetry, Such as: ballad, narrative, lyric, free verse, couplet, epic, ode, limerick, and sonnet ➢ Review common characteristics of poetry: lines, stanzas, rhythm, rhyme, figurative language, and symbols ➢ Recognize how these contribute to meaning ➢ Analyze how meaning is conveyed in poetry ➢ Analyze how tone ➢ Identify and analyze recurrent themes in poetry ➢ Compare and contrast features of poems with universal themes ➢ Read poetry for the pure enjoyment	**The Students Will…** ➢ Understand the meaning of Utopian society as drawn for Sir Thomas Moore ➢ Determine the central theme of what text states as well as what is inferred ➢ Debate cultural universals with peers ➢ Predict character's outcome ➢ See how connections reveal deeper meanings and patterns in a novel ➢ Pose questions an discuss in a well-prepared manner ➢ Realize the importance of a culture's history ➢ Respond in both written and oral manner with clear concise answers	**The Students Will…** ➢ Understand literary criticism using a biographical approach ➢ Analyze an articles' unity and text structure ➢ Analyze an article's logic, consistency, and coherence ➢ Retell a story ➢ Verify word meaning by example ➢ Compare and contrast stories ➢ Analyze multiple meaning of words

Reading 8th	May	June
Topics	o Literature Circles	o WRAP-UP
Skills **I-Introduce** **D-Develop** **M-Master** **R-Reinforce**	**The Students Will...** ➤ Choose from a selection of books and read the one chosen ➤ Come to each discussion well-prepared and able to draw on text for support of ideas under discussion ➤ Pose questions that connect ideas of several speakers ➤ Discuss and follow rules for collegial discussion ➤ Track progress toward goals ➤ Delineate peers arguments by evaluating the soundness of his/her reasoning ➤ Respond in writing with a clear summary of the group's discussion	**The Students Will...** ➤