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|  | September 3 weeks | October  4 ½ weeks | November  3 ½ weeks | December  3 weeks | January  4 ½ weeks |  |
| Unit Name or Theme | **Year Long question:** How can reading, writing, speaking, and listening help to transform us as community members of an ever changing world?  **Unit 1: Community** |  | **Unit 2: Courage** |  | **Unit 3: The Supernatural** | Unit Name or Theme |
| Essential Questions | 1. How does reading and listening about people who differ from ourselves transform us?  2. How can we write and speak about ourselves in order to transform others?  3. How is it possible for people of diverse backgrounds to become a community? |  | 1. How can reading informational text help us to travel through time and space in order to gain perspective in our world?  2. How do we write and speak informational texts to give different perspectives to a range of audiences? | 1. How do we create archetypes who communicate our personal or culture’s fears and conflicts?  2. How does the reading of myths or fables inform us of a cultures conflicts or fears? Universal vs. personal |  | Essential Questions |
| Enduring Understandings/ Content | Readers read to be changed, writers write to change their world. |  | Readers read to be changed, writers write to change their world. |  | Readers read to be changed, writers write to change their world. | Enduring Understandings/Content |
| Main standards | **Reading Literature Skills:**  -model close reading using researched based comprehension strategies (summarizing, visualizing, connecting comparing, predicting, making inferences, and questioning)  -identify inferences  -identify central idea/theme of a text (ex: family, courage, perseverance, and the supernatural)  -identify how families have changed throughout history and are shaped by culture  -summarize without retelling and/or using personal opinions  -teach literacy elements (setting, characters, conflict, climax, resolution, plot)  -use graphic organizers to help to shape a character’s development, and determine their traits and/or cultural heritage  -identify and use appropriate text based details  **Informational text reading:**  **-**break up text into manageable parts to study and evaluate  -use graphic organizers for students to distinguish, collect, and effectively organize key details  -differentiate between relevant and irrelevant details  -model close reading using research based comprehsnion strategies  -identify inferences  -identify central idea/theme of a text  -summarize without retelling and/or using personal opinions  -identify and use appropriate text based details  **Writing:**  -identify and utilize the steps in the writing process (planning, drafting, revising, editing, rewriting, or trying a new approach)  -introduce the proper grammar rulers for using dialogue  -introduce transitional words and | **Reading Literature Skills: and informational texts**  -identify the author’s bias to determine if a source is reliable  -determine relevant vs. irrelevant details  -evaluate the validity of various sources in diverse formats and media (including visual and quantitative formats)  -gather facts and paraphrase these facts appropriately  -compare and contrast the experience of reading a story, drama, or poem to an audio, video, or live version  -identify how two separate pieces of literature (of various genres) are similar in theme  -use strategies to independently read/comprehend a challenging text using close reading techniques  -solve problems and explain their viewpoints effectively using background knowledge about culture |  | **Reading Literature Skills:**  --practice reading (with guidance) using research based comprehension strategies  -determine author’s purpose  -describe how author’s purpose is conveyed through words, phrases, and point of view  =identify inferences in text independently and construct inferences based on textual clues  -recognize the impact of author’s word choice on |  |  |
| Skills |  |  |  |  |  |  |
| Skills | -use graphic organizers to help to shape a character’s development, and determine their traits and/or cultural heritage  -identify and use appropriate text based details  **Informational text reading:**  **-**break up text into manageable parts to study and evaluate  -use graphic organizers for students to distinguish, collect, and effectively organize key details  -differentiate between relevant and irrelevant details  -model close reading using research based comprehension strategies  -identify inferences  -identify central idea/theme of a text  -summarize without retelling and/or using personal opinions  -identify and use appropriate text based details  **Writing:**  -identify and utilize the steps in the writing process (planning, drafting, revising, editing, rewriting, or trying a new approach)  -introduce the proper grammar rulers for using dialogue  -introduce transitional words and their use in writing  -instruct HOW to include descriptive details and sensory words in writing  -teach narrative point of view and sequence of events  -model effective editing procedures (interactive editing using a rubric and/or checklist)  -produce a narrative piece using all of the steps in the writing process  **Speaking and Listening:**  -respond to material using specific text based details  -build discussions using additional text based details and/or questioning techniques  -develop common practices for collegial discussion  -present material demonstrating appropriate eye contact, volume, pronunciation and command of the English language  -participate in collegial discussions and presentations |  | -use the internet and other sources to develop their ideas for the research paper, will follow the writing process, and will (with support0 edit their paper effectively)  **Writing:**  -write informative/explanatory text that is organized on one specific topic and organized effectively  -write in various formats including definition, classification, comparison/contrast, and cause/effect’-write a research paper that includes precise language, relevant facts, definitions, quotations, transitions, and concluding sentences, that maintains a formal style and explores the impact of culture on a topic  -use features of non-fiction text to enhance the research paper  **Speaking and Listening**  -present information on a topic that is clearly organized and contains graphics and multimedia components  -create and perform a story or play demonstrating knowledge acquired in this unit using appropriate eye contact, pronunciation, and volume  -participate in guided Socratic seminars  -present material while considering the audience they are presenting to | meaning and tone  -identify examples of figurative language and determine their purpose. Students will identify and create similes, metaphors, hyperbole, idioms, alliteration, onomatopoeia, personification  -analyze a portion of a text and determine how it contributes to the development of theme, setting, and/or plot  -understand the difference between first and third person point of view  -explain how the choice of point of view affects character development  **Reading Informational text:**  -determine author’s purpose  -determine meaning of unknown words through context clues  -identify bias in text through use of exemplars (integrate culturally significant pieces throughout)  **Writing**  -use dialogue in writing demonstrating proper grammatical rules (in narrative text)  -review transitional words  -include appropriate use of descriptive sensory words  --utilize rubrics and/or check lists to self and peer edit written work  **Speaking and Listening**  -perform a play that demonstrates knowledge learned in unit |  | Skills |
| Assessments  Formative & Summative | -Students will produce a narrative piece using all steps to the writing process that displays proper use of dialogue  -reading comprehension strategies need to be explicitly taught, modeled, and reinforced (using Maniac Magee as model text) |  | -students will complete an informative research article simultaneously with their social studies museum project (our culminating event!)  -report will be geared towards adult audience, but their presentation piece will need to be geared towards younger children |  | -identify the purpose of a myth using background knowledge on culture  -write a fictional narrative about a superhero created in social studies after learning about Greek gods | Assessments Formative and Summative |

**Reading Literature and Informative Text:**

-independently use close reading strategies to determine author’s purpose and overall text development

-independently choose graphic organizers to demonstrate an understanding of text components

-independently read and respond to literary and informative pieces

-make connections with other texts to use in group discussions and enhance understandings

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**Skills:**

-demonstrate effective note taking skills

-identify and write various genres

-pull text based details from multiple sources

-independently use various genres

-independently use multiple choice strategies

-develop test taking skills

-identify and use short answer strategies

**Reading Literature Skills:**

--practice reading (with guidance) using research based comprehension strategies

-determine author’s purpose

-describe how author’s purpose is conveyed through words, phrases, and point of view

=identify inferences in text independently and construct inferences based on textual clues

-recognize the impact of author’s word choice on

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|  | February 3 weeks | March  4 weeks | April  3 weeks (ELA 1—3, spring break, 14-22, Math 30-2) | May  4 weeks | June  3 weeks | |  | |
| Unit Name or Theme | **Unit 3: The Supernatural** | **Potential Poetry unit?** | **Unit 4: Test Prep** | **Unit 5: Perseverance** |  | Unit Name or Theme | |
| Essential Questions | 1. How do we create archetypes who communicate our personal or culture’s fears and conflicts?  2. How does the reading of myths or fables inform us of a cultures conflicts or fears? Universal vs. personal | **Year Long question:** How can reading, writing, speaking, and listening help to transform us as community members of an ever changing world? | 1.How do we read differently depending on the purpose and situation?  2. How do we read to assess the task?  3. How do we write to satisfy a particular audience and task?  4. How do we transfer skills we have and how do we decide when we need new ones? | 1. How does author’s intent shape our understanding of perspective?  2. How does working with a book club help shape our perspectives on material and enhance our discussions? |  | Essential Questions | |
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| Main standards |  |  |  |  |  |  | |
| Skills |  |  |  |  |  |  | |
| Skills |  |  |  |  |  | Skills | |
| Assessments  Formative & Summative | -identify the purpose of a myth using background knowledge on culture  -write a fictional narrative about a superhero created in social studies after learning about Greek gods |  | -teacher provides model answers and help students develop strategies for meeting these expectations  -teacher provides students practice on each section of exam (test prep gym)  -teacher provides individual feedback for each student | -book club discussions will be observed informally  -students will have to hand in check-in sheets for accountability  -notes of students will be collected to see if students are using close reading strategies taught throughout the year |  | Assessments Formative and Summative | |

**Writing:**

-effectively use transitional words in persuasive writing with teacher guidance

-practice supporting claims with clear reasons, relevant evidence, and credible sources

-construct logical arguments using an authoritative, formal voice

-develop a strong introductory and concluding statement that clearly identifies their claims

-acknowledge an opposing viewpoint and effectively use relevant evidence to negate this viewpoint

-produce a piece of persuasive writing that demonstrates appropriate use of formal language and writing style.

**Speaking and Listening:**

-make connections with other texts (non-fiction articles, poems, media)

ask thoughtful follow-up questions that push the conversation or clarify misunderstandings.

ask questions about particular passages that connect to the conversation

add on to previous comments, often summarizing thoughts and then adding new evidence to them

voice their thoughts consistently

build on to what others are saying

-track their own level of participation

--develop paragraph and essay map structure

-demonstrate effective listening skills

-identify literary devices and author’s purpose for using literary devices

-practice a sample test to become familiar with format

-use individualized feedback to improve test taking skills and success

meaning and tone

-identify examples of figurative language and determine their purpose. Students will identify and create similes, metaphors, hyperbole, idioms, alliteration, onomatopoeia, personification

-analyze a portion of a text and determine how it contributes to the development of theme, setting, and/or plot

-understand the difference between first and third person point of view

-explain how the choice of point of view affects character development

**Reading Informational text:**

-determine author’s purpose

-determine meaning of unknown words through context clues

-identify bias in text through use of exemplars (integrate culturally significant pieces throughout)

**Writing**

-use dialogue in writing demonstrating proper grammatical rules (in narrative text)

-review transitional words

-include appropriate use of descriptive sensory words

--utilize rubrics and/or check lists to self and peer edit written work

**Speaking and Listening**

-perform a play that demonstrates knowledge learned in unit