

VOCABULARY STRATEGIES & BREADTH OF VOCABULARY	5-2.1	Using strategies to unlock meaning (prefixes, suffixes, base words), or context clues, or other resources (dictionaries, glossaries, etc.), or prior knowledge
	6-2.1	Using strategies to unlock meaning (prefixes, suffixes, base words), or context clues, or other resources (dictionaries, glossaries, <i>thesauruses</i> , or prior knowledge
	7-2.1	Using strategies to unlock meaning (prefixes, suffixes, base words), <i>common roots or word origins</i> ; or context clues, or other resources (dictionaries, glossaries, thesauruses, or prior knowledge
	5-3.1	Identifying synonyms, antonyms, homonyms/ homophones; or shades of meaning/intensity
	8-3.1	Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <i>word origins, including words from other languages that have been adopted into our language</i>
	5-3.2	Selecting appropriate words or explaining the use of words in context, including specific vocabulary, words with multiple meanings, or precise vocabulary.

VOCABULARY STRATEGIES & BREADTH OF VOCABULARY	5-2.1	Color code or break words apart in sections (prefix/root/suffix)	F/S	1
	6-2.1	→ Vocabu-Lit Workbook Activities	F/S	1
		→ Prefix/Suffix Worksheet to Identify parts of words	F	1
		→ Word Building with multi-colored index cards (green for prefix, yellow for suffix, red for roots, etc.) Use all 3 colors to make words in timed challenge.	F	1
7-2.1	→ Look up and discuss word origin and meaning before, during, and after reading.	F	1	
	5-3.1	→ Hands-on Activities: matching words	F	1
	8-3.1	→ Vocabulary/Word Walls	F	1
	5-3.2	→		

INITIAL UNDERSTANDING OF LITERACY TEXTS	5-4.1	Identifying or describing characters, setting, problem/solution, or plot, or; identifying any significant changes in characters over time
	6-4.1	Identifying or describing characters, setting, problem/solution, or plot,, or; identifying any significant changes in characters <i>or setting</i> over time
	7-4.1	Identifying or describing characters, setting, problem/solution, or plot,, or; identifying any significant changes in characters or setting over time; <i>or identifying rising action, climax, or falling action</i>
	8-4.1	Identifying or describing characters, setting, problem/solution, or plots/ <i>subplots</i> , or; identifying any significant changes in characters or setting over time; or identifying rising action, climax, or falling action
	8-4.2	paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

INITIAL UNDERSTANDING OF LITERACY TEXTS	5-4.1	<ul style="list-style-type: none"> → Graphic Organizers → Discussion 	F	1
	6-4.1	<ul style="list-style-type: none"> → Discussion 	F	1
	7-4.1	<ul style="list-style-type: none"> → Plot Graphic Organizer → Mapping Fairy Tales → Use short stories, constructed by students, to teach elements 	F/S F/S F/S	1 1 2
	8-4.1			
	5-4.2	<ul style="list-style-type: none"> → Cash Register Tape Activity: have students put one sentence summary on tape → Speed Booking: talk about book for one minute to one person, then rotate 	F	1

Analyze and Interpret elements of literary texts, citing evidence where appropriate by:	5-5.2	Describing character's physical characteristics or personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time
	6-5.2	Describing <i>character's traits, motivation</i> , or interactions; <i>citing</i> thoughts, words, or actions that reveal personality traits, <i>motivations</i> or their changes over time
	8-5.2	Describing <i>characterization (e.g. stereotype, antagonist, protagonist)</i> , motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time.
	5-5.3	Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text
	6-5.3	Making inferences about <i>cause/effect (e.g. explaining how one event gives rise to the next), external conflicts (e.g. person vs. person, person vs. nature/society/fate)</i> or the relationship among elements within text (e.g. how the historical era influences the character's actions or thinking)
	7-5.3	Making inferences about cause/effect (e.g. explaining how one event gives rise to the next), external conflicts (e.g. <i>person vs. self</i> , person vs. person, person vs. nature/society/fate) or the relationship among elements within text
	5-5.4	Identifying the narrator
	6-5.4	<i>Explaining how the narrator's point of view affects the reader's interpretation.</i>
	5-5.5	Identify the author's basic message or theme
	7-5.5	<i>Explaining how the author's message or theme is supported within the text.</i>
	8-5.5	Explaining how the author's message or theme (<i>which may include universal themes</i>) is supported within the text.

Analyze and Interpret elements of literary texts, citing evidence where appropriate by:	5-5.2	→ Role Play/Reader's Theater/Hotseat	F	2
	6-5.2	→ Character Graphic Organizer showing traits	F	1
	8-5.2			
	5-5.3	→ Graphic Organizers	F	1
	6-5.3	→ Demonstrating active reading strategies using book of choice	F	1
	7-5.3	→ Book Talks/Discussion → Written Questions/Constructed Response	F/S F/S	2 1
	5-5.4	→		
	6-5.4			
	5-5.5			
	7-5.5			
	8-5.5			

Analyze and Interpret Author's Craft By, citing evidence where appropriate by:	5-6.1	Demonstrating knowledge of use of literary elements and devices (i.e. imagery, exaggeration) to analyze literary works
	6-6.1	Demonstrating knowledge of use of literary elements and devices (i.e. imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary works
	7-6.1	Demonstrating knowledge of use of literary elements and devices (i.e. imagery, exaggeration, repetition, flashback , foreshadowing, or personification) to analyze literary works
	8-6.1	Demonstrating knowledge of use of literary elements and devices (i.e. imagery, exaggeration, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works

Analyze and Interpret Author's Craft By, citing evidence where appropriate by:	5-6.1			
	6-6.1	<ul style="list-style-type: none"> → Literary Elements Dictionary (word wall/booklet) to keep track of terms → Literary Element Bingo → Sentence Strip Grouping (group already provided samples of simile & metaphor) 	F	1,2,3
	7-6.1	<ul style="list-style-type: none"> → Identifying examples in poetry, songs, and short stories → Quizzes identifying the literary elements → Writing original poems using literary elements 	F	2
	8-6.1		S	2

Demonstrate Initial Understanding of Informational Text by:	5-7.1	Obtaining information from text features (e.g. table of contents, glossary, index, basic transitions words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations
	7-7.1	Obtaining information from text features (e.g. table of contents, glossary, index, basic transitions words/phrases, transitional devices , bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations NOTE: (See web site for examples) http://owl.english.purdue.edu/owl/resource/574/02/
	5-7.2	Using information from the text to answer questions related to explicitly stated main/central ideas, or key details.
	7-7.2	Using information from the text to answer questions to state the main/central ideas, or to provide supporting details.
	5-7.3	Organizing information to show understanding (e.g. representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting.
	8-7.3	Organizing information to show understanding or relationships among facts, ideas, and events (e.g. representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining.

Demonstrate Initial Understanding of Informational Text by:	5-7.1	→ Scavenger Hunt of the book	F	1
	7-7.1			
	5-7.2	→ NECAP practice questions	F	1
	7-7.2	→ Post-It Notes and "marking up" of text/note-taking → Quizzes	F S	1 1
	5-7.3			
	8-7.3	→ Read a text and create an outline of text	F/S	2

Analyze and Interpret informational text, citing evidence where necessary by:	5-8.1	Connecting information within or across texts.
	7-8.1	<i>Explaining connections</i> about information within a text, across texts, <i>or to related ideas</i> .
	5-8.2	Synthesizing information within or across texts (e.g. constructing appropriate titles or formulating assertions or controlling ideas)
	7-8.2	Synthesizing <i>and evaluating</i> information within or across texts (e.g. constructing appropriate titles or formulating assertions or controlling ideas)
	5-8.3	Drawing inferences about text, including author's purpose (e.g. to inform, entertain, explain, persuade) or message; or forming judgments and assertions about central ideas that are relevant
	7-5.3	Drawing inferences about text, including author's purpose (e.g. to inform, entertain, explain, persuade) or message; <i>or using supporting evidence to form or evaluate opinions</i> /judgments and assertions about central ideas that are relevant
	5-8.4	Distinguishing fact from opinion.
	6-8.4	Distinguishing fact from opinion and identifying possible bias/propaganda.
	7-8.4	Distinguishing fact from opinion and identifying possible bias/propaganda or <i>conflicting information within or across texts</i> .
	5-8.5	Making inferences about causes or effects.

Analyze and Interpret informational text, citing evidence where necessary by:	5-8.1			
	7-8.1	<ul style="list-style-type: none"> → Discussion → Constructed Response → News Article Analysis 	F F/S F/S	3 1 1
	5-8.2			
	7-8.2			
	5-8.3			
	7-8.3	<ul style="list-style-type: none"> → Article Analysis 	F/S	1
	5-8.4	<ul style="list-style-type: none"> → White Board Activity: Identify fact or opinion after hearing statements read by teacher 	F/S	1
	6-8.4	<ul style="list-style-type: none"> → Analyzing magazine advertisements 	F/S	2
	7-8.4	<ul style="list-style-type: none"> → Compare/Contrast Graphic Organizers with multiple texts → Read historical fiction and differentiate between factual history and fiction. 	F/S	2
	5-8.5	<ul style="list-style-type: none"> → Write a series of causes/effects using topical issues 	F/S	1

	CONTENT STANDARD	SKILLS/CONCEPTS
WRITING: Structures of Language: Applying Understanding of Sentences, Paragraphs, and Text Structures	4-1.1	Writing a variety of simple and compound sentences.
	7-1.1	Using varied sentence length and structure to enhance meaning (e.g. including phrases and clauses)
	4-1.2	Using the paragraph form; indenting, main idea, supporting details.
	7-1.3	Recognizing organization structures within paragraphs or within texts (description, sequential, chronology, proposition/support, compare/contrast, problem/solution)
	7-1.4	Applying a format and text structure appropriate to the purpose of the writing.

	CONTENT STANDARD	SKILLS/CONCEPTS		
WRITING: Structures of Language: Applying Understanding of Sentences, Paragraphs, and Text Structures	4-1.1	→ Daily Grammar/Language Review	F	1
	7-1.1	→ Writing Prompts/Constructed Response	F/S	1
	4-1.2	→ Graphic Organizer (labeling topic, body, closing) → Essay Writing	F S	1 1
	7-1.3	→ Sorting examples of various texts to recognize differences among texts	F	3
		→ Applying organizational structure to a piece of their own writing to show understanding → Graphic Organizers	S F	3 1
	7-1.4	→ Applying organizational structure to a piece of their own writing to show understanding	S	3

WRITING:	4-2.1	Selecting appropriate information to set context/background
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Reading and Writing Connection: Writing in Response To Literary or Informational Text- Showing Understanding of Ideas in Text	7-2.1	Selecting <i>and summarizing key ideas</i> to set context.
	4-2.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts.
	7-2.3	Connecting what has been read (plot/ideas/concepts) to prior knowledge <i>or other texts, or the broader world of ideas, by referring to and explaining relevant ideas.</i>

WRITING: Reading and Writing Connection: Writing in Response To Literary or Informational Text- Showing Understanding of Ideas in Text	4-2.1			
	7-2.1			
	4-2.3			
	7-2.3	<ul style="list-style-type: none"> ➔ Graphic Organizers ➔ Using multiple texts and identifying common concepts or themes 	F S	1 3

Reading and	4-3.1	Stating a focus (purpose), when responding to a given question.
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Writing Connection: Writing in Response To Literary or Informational Text- Making Analytical Judgments About Texts	7-3.1	Stating <i>and maintaining</i> a focus (purpose), <i>a firm judgment, or a point of view</i> when responding to a given question.
	4-3.2	Making inferences about content, events, characters, setting, or common themes
	7-3.2	Making inferences about <i>the relationship(s) among</i> content, events, characters, setting, theme, <i>or author's craft.</i>
	4-3.3	Using specific details and references to text to support focus
	7-3.3	Using specific details and references to text <i>or relevant citations to support focus or judgment.</i>
	4-3.4	Organizing ideas, using transition words/phrases, and writing a conclusion.
	7-3.4	Organizing ideas, using transitional words/phrases. and writing a conclusion <i>that provides closure.</i>

Reading and	4-3.1			
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Writing Connection: Writing in Response To Literary or Informational Text- Making Analytical Judgments About Texts	7-3.1	<ul style="list-style-type: none"> ➔ Writing Prompt (Fall and Spring) ➔ Constructed Response Questions 	F F/S	1, 3 1
	4-3.2	<ul style="list-style-type: none"> ➔ Comprehension questions from a novel asking to describe character relationships based on dialogue and interactions 	F	2
	7-3.2			
	4-3.3			
7-3.3				
4-3.4				
7-3.4				

EXPRESSIVE	4-4.1	Creating a clear understandable story line with a beginning, middle, and end.
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WRITING: Narratives-Creating a Story Line	7-4.1	Creating a clear <i>and coherent (logically consistent)</i> story line.
	4-4.2	Establishing a problem and solution.
	7-4.2	Establishing <i>context, character, motivation, problem/conflict/challenge, and resolution, and maintaining point of view.</i>
	7-4.3	Using a variety of effective transitional devices (e.g. ellipses, time, transitional, white space, words/phrases) to enhance meaning.

EXPRESSIVE WRITING: Narratives-Creating a Story Line	4-4.1	➔ Graphic Organizers to plot out a story written by them	F	1
	7-4.1			
	4-4.2	➔ Writing a persuasive essay	F/S	1
	7-4.2	➔ Writing a creative story	F/S	1
	7-4.3	➔ Study the occurrence of transitional devices in existing writing	F	1,2

EXPRESSIVE	4-5.1	Using relevant and descriptive details.
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WRITING: Narratives- Applying Narrative Strategies	7-5.1	Using relevant and descriptive details <i>and sensory language to advance the plot/story line.</i>
	7-5.2	Using dialogue to advance plot/story line.
	4-5.3	Identifying characters.
	7-5.3	Developing characters through description, dialogue, and actions.
	7-5.4	Using voice appropriate to purpose.
	7-5.5	Maintaining focus.

EXPRESSIVE WRITING: Narratives- Applying Narrative Strategies	4-5.1			
	7-5.1	→ "Where I'm From" poems	F/S	1
	7-5.2			
	4-5.3			
	7-5.3			
	7-5.4	→ Interview classmate and write a newsletter introducing that student	F/S	1
7-5.5				

INFORMATIONAL	4-6.1	Grouping ideas logically (reports and procedures)
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<p>WRITING: Reports, commas, procedures, or persuasive writing- organizing information</p>	<p>7-6.1</p>	<p>Using an organizational structure appropriate to focus/controlling ideas (reports, procedures, <i>and persuasive writing</i>)</p>
	<p>4-6.2</p>	<p>Writing an introduction that sets the context (reports and procedures: including materials lists in procedures)</p>
	<p>7-6.2</p>	<p><i>Selecting appropriate information</i> to set context, <i>which may include a lead/hook</i> (reports, procedures, and <i>persuasive writing</i>)</p>
	<p>4-6.3</p>	<p>Using transitional words or phrases. (reports and procedures)</p>
	<p>7-6.3</p>	<p>Using transitional words/phrases <i>appropriate to organizing text structure.</i> (reports, procedures, and <i>persuasive writing</i>)</p>
	<p>4-6.4</p>	<p>Writing a conclusion. (reports and procedures)</p>
	<p>7-6.4</p>	<p>Writing a conclusion <i>that provides closure.</i> (reports, procedures, <i>and persuasive writing</i>)</p>

INFORMATIONAL WRITING: Reports, commas, procedures, or persuasive writing- organizing information	4-6.1			
	7-6.1	<ul style="list-style-type: none"> ➔ Identify persuasive arguments in a text ➔ Write a persuasive piece with increasing sophistication 	F F/S	2 2
	4-6.2			
	7-6.2			
	4-6.3			
	7-6.3			
	4-6.4			
	7-6.4	➔ Debate unit	F/S	3

INFORMATIONAL	4-7.1	Establishing a topic (reports and procedures)
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WRITING: Reports, procedures, or persuasive writing- Conveying information	7-7.1	Establishing a topic (reports, procedures, <i>and persuasive writing</i>)
	4-7.2	Stating and maintaining a focus/controlling idea (reports and procedures)
	7-7.2	Stating and maintaining a focus/controlling idea (reports, procedures, <i>and persuasive writing</i>)
	7-7.3	Writing with a sense of audience, when appropriate. (reports, procedures, <i>and persuasive writing</i>)

INFORMATIONAL WRITING: Reports, procedures, or persuasive writing- Conveying information	4-7.1			
	7-7.1	→ Identify topics which a persuasive vs. other topics	F	1
	4-7.2			
	7-7.2	→ Writing short & long persuasive pieces	F/S	1
	7-7.3			

INFORMATIONAL	4-8.1	Including facts and details relevant to focus/controlling idea (reports and procedures)
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WRITING: Reports, commas, procedures, or persuasive writing- Using elaboration strategies	7-8.1	Including facts and details relevant to focus/controlling idea, <i>and excluding extraneous information</i> (reports, procedures, <i>and persuasive writing</i>)
	4-8.2	Including details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (reports and procedures)
	7-8.2	Including details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images (reports, procedures, <i>and persuasive writing</i>)
	7-8.3	Addressing readers' concerns (including counterarguments--in persuasive writing; addressing potential problems--in procedures; providing content--in reports.
	7-8.4	Commenting on the significance of information, when appropriate

INFORMATIONAL WRITING: Reports, procedures, or persuasive writing- Using elaboration strategies	4-8.1			
	7-8.1	<ul style="list-style-type: none"> ➔ Editing existing work ➔ Science Article Analysis ➔ Current Event Report 	F/S F/S F/S	2 1 1
	4-8.2			
	7-8.2	➔ Lab Report	S	1
	7-8.3			
	7-8.4			

WRITING CONVENTIONS: Applying rules of grammar, comma, usage, and mechanics.	4-9.1	Identifying grammatical errors, when given examples.
	7-9.1	Applying rules of standard English usage to correct grammatical errors
	4-9.2	Applying basic capitalization rules
	7-9.2	Applying capitalization rules
	4-9.3	Using commas correctly in dates, and in a series
	4-9.4	Using end punctuation correctly in a variety of sentence structures.
	7-9.4	Applying appropriate punctuation to various sentence patterns to enhance meaning
	4-9.5	Correctly spelling grade-appropriate, high-frequency words and recognizing syllable, and affix patterns/rules that are characteristic of the English spelling system
	7-9.5	Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling pattern/rules

WRITING	4-9.1	➔ Mug Shots/ Daily Language Review/Daily Grammar	F	1
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CONVENTIONS: Applying rules of grammar, comma, usage, and mechanics.	7-9.1	→ Use proofreading symbols when editing	F	1
	4-9.2			
	7-9.2	→ Regular on-the-board practice	F	1
	4-9.3			
	4-9.4			
	7-9.4			
	4-9.5	→ Spelling Power (weekly) → Spelling Test	F S	1 1
	7-9.5			