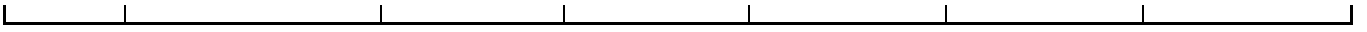


Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Foundational Skills: Concepts of Print: Enduring Understanding- Students will understand that letters come in 2 forms which are connected. Essential Questions- What is the relationship between capital and lower case letters?</p> <p>Literature: Integration of Knowledge: Enduring Understanding- Students will describe the relationship between illustrations and the story. Students will compare/contrast events in a story. Essential Questions- How do illustrations help to describe a story? How does comparing and contrasting stories develop vocabulary and comprehension?</p> <p>Foundational Skills: Concepts of Print: Enduring Understanding- Students will understand that words have meaning. Students will understand the impact of words and how they affect a story. Essential Questions- How does print, the organization of print, and illustrations tell the story?</p>	RF1.d RL7-9	Matching Letters Work Samples Sample Writings Venn Diagram Compare Story Maps Character Analysis	Discriminating between capital and lower case letters. Describe relationships between illustrations and the story. Compare and Contrast the adventures and experiences of characters in a familiar story.	Whole Group-Model Writing Small Group-Magnets, Flashcards, Memory Independent Work-Journals Whole Group- Story Maps Small Group-Compare similar stories by different authors, compare/contrast different fairy tales Independent Work- Write own Flat Stanley Story	Playdough, Books, Games, Songs, Flashcards Book: Flat Stanley Book: The Three Little Pigs by different author's (different points of view)
***	<p>Foundational Skills: Concepts of Print: Enduring Understanding- Students will understand that words have meaning. Students will understand the impact of words and how they affect a story. Essential Questions- How does print, the organization of print, and illustrations tell the story?</p>	RF1.a-c	Observation Student Interviews	Posing and answering questions about details in the story.	Whole Group- Model in a big book Small Group- Guided Reading Independent Work- Journals	Big Books Leveled Books for Guided Reading Graphic Organizer Story Maps
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***	<p>Foundational Skills: Phonics and Word Recognition: Enduring Understanding- Students will be able to analyze letters sounds to produce words. Students will be able to locate common segments in word families. Students will be able to automatically identify with fluency high frequency words. Essential Questions- What is the correlation between letter sounds and language and how does it apply to one's daily life?</p> <p>Literature: Craft and Structure: Enduring Understanding- Students will be able to use context clues to decode unknown words. Students will be able to distinguish different genres of writing. Students will be able to identify the role of the author and illustrator. Essential Questions- Why are decoding strategies useful when encountering unknown words? Explain why different genres are used? What does the author and illustrator contribute to the story?</p>	RF3.a-d	Flash Cards Word Family Charts Word Sliders Elkonin Boxes Sound Sorts Journaling with Sight Words	Recognize sounds within sounds. Automatically read high frequency words. Combine chunks to make words.	Whole Group-Model how to take apart words Small Group-Games, Clustering, Sorting Independent Work-Journaling, Writing Prompts	Popcorn Game, Flashcards, Word Wall, Posters, Projects
***	<p>Informational Text: Integration of Knowledge and Ideas: Enduring Understanding- Students will be able to describe the relationship between illustrations and the text in which they appear. Essential Questions- Why is it important to have illustrations in a text?</p>	RL4-6	Story Maps Graphic Organizer Write a new beginning/end Making Alliterations Points of View (characters)	Recognize common types of text and answer questions about unknown words. Define the role of the author and illustrator and their points of view.	Whole Group-Samples of Genres and types of illustrations. Small Group-Guided Reading with open ended questions, Centers, Author Study Independent Work-Write and Illustrate own story, connection to self and other texts in the world.	Guided Reading A-Z Books Venn Diagrams
***	<p>Informational Text: Integration of Knowledge and Ideas: Enduring Understanding- Students will be able to describe the relationship between illustrations and the text in which they appear. Essential Questions- Why is it important to have illustrations in a text?</p>	RI7-9	Analogy Chart	Describe the relationship between pictures and writing in a story.	Whole Group- Role Playing Small Group- Recreate a scene from the story using a different media Independent Work- Quick Write	Picture Books Fictional Books
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***	<p>Writing: Text Types and Purposes: Enduring Understanding- Students will be able to describe the relationship between illustrations and the text in which they appear. Essential Questions- Why is it important to have illustrations in a text?</p>	W1-3	Story Map Story Star Journal Writing Concept Map KWL Chart	To demonstrate understanding and comprehension students will be able to write and illustrate.	Whole Group- Frayer Model Small Group- Writer's Workshop Independent Work- 6 Traits	Doug Buehl- Classroom Strategies for Interactive Learning, Tools for Teaching in the Block
***	<p>Production and Distribution of Writing: Enduring Understanding-</p>	W5-6	Shared Writing	Strengthen pieces of writing by collaborating with peers.	Whole Group- Class Discussion	Jim Vopat- Writing Circles

	<p>Students will be able to collaborate with peers and use various tools and suggestions to strengthen pieces of writing.</p> <p>Essential Questions- Why is it important to work with peers and use feedback to help improve one's writing?</p> <p>Speaking and Listening: Comprehension and Collaboration: Enduring Understanding- Students will be able to ask and answer questions while participating in meaningful conversations.</p> <p>Essential Questions- Why is it important to participate in meaningful conversations about a given text?</p> <p>Presentation of Knowledge and Ideas: Enduring Understanding- While speaking, express thoughts feelings and ideas clearly about people, places, things, and events.</p> <p>Essential Questions- Why is it important to express your ideas, thoughts and feelings?</p>	SL1-3	Writer's Workshop	Question and Answer	Partake in meaningful conversations to answer questions about texts.	Small Group- Writing Circles Independent Work- Journals	Houghton-Mifflin question and answer prompts
	<p>Enduring Understanding- Students will be able to ask and answer questions while participating in meaningful conversations.</p> <p>Essential Questions- Why is it important to participate in meaningful conversations about a given text?</p> <p>Presentation of Knowledge and Ideas: Enduring Understanding- While speaking, express thoughts feelings and ideas clearly about people, places, things, and events.</p> <p>Essential Questions- Why is it important to express your ideas, thoughts and feelings?</p>	SL4-6		Group Share	Express thoughts, feelings, and ideas verbally about places, people, things, and events and how they are applicable to our lives.	Whole Group- Discussion Small Group- Think, Pair, Share Independent Work- Presentation	Listening and Speaking Skills 1: Teacher's Book by Virginia Evans
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2nd Quarter	<p>Language: Conventions of Standard English: Enduring Understanding- Students will have an understanding of the conventions of Standard English Grammar and usage when writing or speaking.</p> <p>Essential Questions- Why are conventions important when speaking and writing?</p>	L1-2	Observation Sentence Sort Sorting Activities	Demonstrate the use of proper English conventions when writing and speaking.	Whole Group- Modeling Small Group- Sorting Activities Independent Work- Writing Prompts	Teacher's Helper Mailbox	
	<p>Vocabulary Acquisition and Use: Enduring Understanding- Students will be able to understand the meaning and relationships of words and use them with guidance and support.</p> <p>Essential Questions- Why is it important to recognize relationships between words and their meanings?</p>	L4-6	Word Sort Word Wall Picture/Word Match	Demonstrate clear understanding of word usage and meaning.	Whole Group- Show and Tell Small Group- Describe Photographs Independent Work-Presentation	Dolch Sight Word List Houghton-Mifflin Picture Cards	
	<p>Literature: Key Ideas and Details: Enduring Understanding- Students will be able to discuss story elements with prompting and support.</p> <p>Essential Questions- Why are story elements essential to story comprehension?</p>	RL1-3	Story Maps Graphic Organizers Paraphrasing/Summarizing	Ask and answer questions about key details. Retell familiar stories Identify characters, settings, and major events.	Whole Group-Question and Answer, Conferencing, Role-Play, Message Board Small Group-Sequencing Independent Group-Illustrate important events.	Story Maps Graphic Organizers Book:Too Many Tamales Readers Theater	
	<p>Range of Reading and level of Text Complexity: Enduring Understanding- Students will engage in group reading activities and discuss the purpose and understanding of a story.</p> <p>Essential Questions- Why is reading in a group setting important for developing purposeful and meaningful discussions?</p>	RL10	Readers Theater Short Stories A-Z Books Writing Prompts Journaling Quick Writes	Students will engage in group reading activities with purpose and understanding.	Whole Group-Popcorn Reading Coral Reading Small Group-Guided Reading Independent Work- Writing Prompt	A-Z Books Guided Reading Book	
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3rd Quarter	<p>Informational Text: Craft and Structure: Enduring Understanding- Students will be able to identify elements of the story.</p> <p>Essential Questions- Why do you need to know the elements of the story to make sense of the story?</p>	RI4-6	Story Map Observation	Identify the elements of story.	Whole Group- Question the Author activity, Hot Seat Activity Small Group- Write an alternative ending Independent Work- Become the author/illustrator and create your own story	Big Books Guided Reading Books Fact Pyramid	
	<p>Foundational Skills: Phonological Awareness: Enduring Understanding- Students will understand that letters have sound and words have syllables with meaning.</p> <p>Essential Questions- What is the connection between letters, sounds, and words?</p>	RF2.a-e	Sorting Elkonin Boxes	Isolate phonemes to decode words. Clap out syllables in a word.	Whole Group-Modle stretching out and breaking up phonemes in words. Small Group-File Folder Games, Puzzles, Letter Vests Independent Work- Construct word strips, Letter Tiles	Letter Tiles, Word Strips, Word Games	
	<p>Informational Text: Key Ideas and Details: Enduring Understanding- Students will be able to describe connections between various informational texts.</p> <p>Essential Questions- What is the benefit in being able to compare/contrast 2 or more texts?</p>	RI1-3	Comparison Chart Venn Diagrams	Students will compare/contrast 2 or more texts.	Whole Group-Network Tree Small Group- Question Globe Independent Work- Draw/Write similarities/differences between stories	Various Non-Fiction readers	

	<p>Craft and Structure: Enduring Understanding- <i>Students will be able to identify elements of the story.</i> Essential Questions- <i>Why do you need to know the elements of the story to make sense of the story?</i></p>	RI4-6	Story Map Observation	Identify the elements of story.	Whole Group- Question the Author activity, Hot Seat Activity Small Group- Write an alternative ending Independent Work- Become the author/illustrator and create your own story	Big Books Guided Reading Books Fact Pyramid
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
4th Quarter	<p>Range of Reading and of Level of Text Complexity: Enduring Understanding- <i>Students will be able to actively engage in group reading activities.</i> Essential Questions- <i>Why is it important to discuss books in a group setting?</i></p> <p>Writing: Research to Build and Present Knowledge: Enduring Understanding- <i>Students will be able to form opinions and answer questions about various texts (by the same author) by relating them to previous experiences</i> Essential Questions- <i>Why is it important to relate personal experiences to various texts in order to better understand the stories?</i></p> <p>Foundational Skills: Fluency: Enduring Understanding- <i>Students will be able to read with speed, accuracy, and proper expression with comprehension.</i> Essential Questions- <i>How can you express yourself readily and effortlessly?</i></p>	RI10 W7-8 RF4	Series of Events Chain Venn Diagram Comparison Chart A-Z Books AR Tests Running Records Observation MAP Test	With purpose and understanding discuss reading activities in a group. Use former experiences to relate to various texts. Ability to read easily, smoothly and with expression.	Whole Group- Story question wands Small Group- Reader's Theater, Guided Reading Independent Work- Question Tree, Question Sea Whole Group- Author Study Small Group- Add pages to different stories (change ending) Independent Work- Make alternate version of book Whole Group-Modeling Small Group-Guided Reading Independent Work-Reading a story and responding to comprehension questions, AR.	Buidling Reading Comprehension Habits by Jeff Zwiars Eric Carle Books Laura Numeroff Books A-Z Books Story Maps
***	Asterisks indicate skills that are learned continuously all year long.					
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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Q1	<p>Extend the Counting Sequence Enduring Understanding: Students will be able to recognize and identify numbers from zero to one hundred twenty out of rote. Essential Question: Why is locating and labeling numbers important in solving operations.</p> <p>Number and Operation in Base Ten: Understand Place Value Enduring Understanding: Students will be able to restate and extend a number pattern Essential Question: What significance does composing and analyzing number patterns have for operations?</p> <p>Number and Operation in Base Ten: Understand Place Value Enduring Understanding: Students will compare two two digit numbers and tell if they are $>$, $=$, $<$. Essential Question: How do we use symbols to change numbers?</p>	<p>1.NBT.1</p> <p>1.NBT.2.B.c.</p> <p>1.NBT.3</p>	<p>Select numbers that are missing on a chart. Illustrate what a chosen number means.</p> <p>Examine number patterns, observe what is repeated and extend the pattern. Solve the number pattern by surveying the amount of numbers between each given number.</p> <p>Compare the value of numbers by placing a symbol between the numbers after placing them on a number line.</p>	<p>Recite numbers selected from a deck of cards</p> <p>Critique and label number patterns state what you did to find the pattern.</p> <p>Recognize and classify numbers as being greater than, less than or equal to.</p>	<p>Whole: Organize numbers as directed on a number line. Create riddles for numbers to 120. Small: Transform spoken numbers into written ones. Use counters and cups to show groups of tens and extras. Independent: Memorize numbers from 0-100 by using flash cards and timing how fast numbers are identified. Draw a picture showing the meaning of the number.</p> <p>Whole: Generate patterns to number cards picked by connecting pictures to solution. Small: Relate a number pattern after rolling a dice. Independent: Match number patterns to pictures shown</p> <p>Whole: Make four different sets classify which group is greater, less than or equal to. Small: Compare sets shown with the correct sign. Independent: Identify a group and orally tell which set is more</p>	<p>Book: When Sheep Cannot Sleep Book: Bat Jamboree Poems Counting Songs</p> <p>Mathematics Their Way Math Centers Interactive Math</p> <p>Math Comparing Game Problem for the Day</p>
2nd Quarter	<p>Number and Operation in Base Ten: Understand Place Value Enduring Understanding: Students will be able to restate and extend a number pattern Essential Question: What significance does composing and analyzing number patterns have for operations?</p> <p>Number and Operation in Base Ten: Understand Place Value Enduring Understanding: Students will compare two two digit numbers and tell if they are $>$, $=$, $<$. Essential Question: How do we use symbols to change numbers?</p>	<p>1.NBT.2.B.c.</p> <p>1.NBT.3</p>	<p>Examine number patterns, observe what is repeated and extend the pattern. Solve the number pattern by surveying the amount of numbers between each given number.</p> <p>Compare the value of numbers by placing a symbol between the numbers after placing them on a number line.</p>	<p>Critique and label number patterns state what you did to find the pattern.</p> <p>Recognize and classify numbers as being greater than, less than or equal to.</p>	<p>Whole: Generate patterns to number cards picked by connecting pictures to solution. Small: Relate a number pattern after rolling a dice. Independent: Match number patterns to pictures shown</p> <p>Whole: Make four different sets classify which group is greater, less than or equal to. Small: Compare sets shown with the correct sign. Independent: Identify a group and orally tell which set is more</p>	<p>Mathematics Their Way Math Centers Interactive Math</p> <p>Math Comparing Game Problem for the Day</p>
***	<p>Add and Subtract within 20. Enduring Understanding:</p>	<p>1.OA.5 1.OA.8</p>	<p>Explain that twelve counters are in all. Five</p>	<p>Connect ways to make numbers by finding the unknown part through 20.</p>	<p>Whole: State number of counters. Children put heads</p>	<p>Interactive Math Math Learning Centers</p>

	<p>Students will examine skip-counting of additional do subtraction by locating a given number to identify the unknown.</p> <p>Essential Question: What strategies do you use to find the missing part?</p> <p>Number and Operation in Base Ten: Understand Place Value Enduring Understanding: Students will be able to subdivide numbers by place value. Essential Question: How can numbers visually discriminate place value?</p>	1.NBT.2	<p>are in this cup spilt out ask: How many are still under the upside down cup?</p> <p>Transform ones to tens and tens to hundreds by physically moving groups and changing ones to rods and rods to flats. Judge when to move groups by counting, grouping and moving</p>	Analyze when groups of objects should be relocated to the next place value.	<p>down remove some counters. Express how many were removed Small: Sketch a hopscotch grid to ten have one child toss a bean bag to a number the other hops to the missing number. Independent: Generate a large number line for the floor to ten. Have one child stand on one number another find the missing number.</p> <p>Whole: Distinguish the value of numbers by reading and surveying where it belongs. Construct a spinner for tens and ones the use beads to show each groups Small: Interpret the value of a number by placing each integer under correct category of a three sided chart. Independent: Draw a picture showing place value on a chart.</p>	Math biasters Mathematics Their Way Book: One Hundred Hungry Ants Book: Too Many Tamales Book: One Hundred is a Family Poems, Chants, and Songs
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Use Place Value Understanding and Properties of Operations to Add and Subtract Enduring Understanding: Students will distinguish the locations of tens and ones in two digit numbers and restate how to apply regrouping and borrowing rules to solve an addition and subtraction problem. Essential Question: What is the highest number of ones and tens you can make? Explain your reasoning. Ho do you make a rod?</p> <p>Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction Enduring Understanding: Students will turnaround and join two numbers together and add one more to get an understanding of different operations. Essential Question: Does changing the places of the numbers change the sum?</p>	1.NBT.4 1.OA.3	<p>Construct correct groups of snap cube trains of tens and accurately records the number of trains and extra.</p> <p>Produce twelve snap cubes of two different colored trains. Write the number sentence for each color group. Turnaround the groups explain what happens to understand commutative property. Subdivide a paper strip with three different colors, write a number sentence to represent</p>	<p>Illustrate two digit numbers as tens and ones.</p> <p>Explore the commutative and associative properties.</p>	<p>Whole: Sketch the amount of tens and ones of a number picked out of a bag, write that number on a place value chart. Write three things they know about tens and ones. Small: Solve how many tens and ones by apply a ten section work mat to visually see the numbers place value. Record on a tens /ones chart. Label how many tens and ones are showing in the drawing, document on a ten/ones chart. Independent: Relate the days date to a drawing of tens and ones. Connect a handful of blocks to make a rod, record how many tens and ones did you make.</p> <p>Whole: Analyze three different items by creating a story about the items you have selected. Small: Recognize number sentences in a search puzzle, write the addition sentence, then write the face another way. Independent: Use a toss game to demonstrate turnaround facts, write sentence, count to find sum.</p>	<p>Math Centers for all Skills Differentiated Math Centers</p> <p>Scott Foresman Math For You Math Their Way Math All Around www.Peter Rabbit's Math Garden www. Parent. mathsurf.com</p>
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	<p>Enduring Understanding: Students will analyze subtraction problems by using relating addition facts to derive at a difference. Essential Questions: Why are related facts necessary? How are these number sentences alike? How are they different?</p>	1.OA.4	Use number cards or snap cubes to show related addition and subtraction sentences	Understand the relationship between addition and subtraction.	<p>Whole: Compose own addition or subtraction stories another child writes the related sentences. Small: Use felt board pieces to write related fact sentences. Independent: Bead link showing</p>	Math Learning Centers Math Their Way Ready to Go Lessons

2nd Quarter	<p>Work With Addition and Subtraction Equations Enduring Understanding: Students will analyze subtraction and addition problems by using relating addition/subtraction facts to derive at a difference or a sum. Essential Questions: How will you determine what operation will take place? Are their key words we need to know to solve a problem?</p> <p>Represent and Interpret Data: Enduring Understanding: Students will classify objects document, critique and appraise data about objects by answering questions presented. Essential Question: What information does a graph give us? How do we collect data to make a graph?</p>	<p>1.OA.7</p> <p>1.MD.4</p>	<p>Use a calendar picture to count the number in each group, find the total or difference number sentence.</p> <p>Create and analyze picture and, bar graph. Reinforce the connection between a pictograph and a bar graph by making one of each using the same data. Solve problems by answering the questions presented.</p>	<p>Explore the meaning of addition and subtraction.</p> <p>Graph sets of objects, interpret data by answering questions.</p>	<p>ten beads with two colors children write sentences.</p> <p>Whole: Design an addition and subtraction game to help classmates practice solving problems. Small: Collect objects place them in groups and give a sentence related to the groups made. Independent: Label dominoes as numbers, listen to the operation being performed to write number sentences.</p> <p>Whole: Restate a sorting rule and explain how you will use it for creating a graph. Diagram two ways to show collected data. Small: Construct and analyze real objects on a graph answer questions Independent: Sort items and create a graph answer two questions</p>	<p>Scott Foresmen Math for You Math All Around Math Centers Interactive Math</p> <p>Graphs Galore Data is Everywhere Guided Math Information on a Graph</p>
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3rd Quarter	<p>Use Place Value Understanding and Properties of Operations to Add and Subtract Enduring Understanding: Students will distinguish the locations of tens and ones in two digit numbers and restate how to apply regrouping and borrowing rules to solve an addition and subtraction problem. Essential Question: What is the highest number of ones and tens you can make? Explain your reasoning. Ho do you make a rod?</p>	1.NBT.4	Construct correct groups of snap cube trains of tens and accurately records the number of trains and extra.	Illustrate two digit numbers as tens and ones.	<p>Whole: Sketch the amount of tens and ones of a number picked out of a bag, write that number on a place value chart. Write three things they know about tens and ones. Small: Solve how many tens and ones by apply a ten section work mat to visually see the numbers place value. Record on a tens /ones chart. Label how many tens and ones are showing in the drawing, document on a ten/ones chart. Independent: Relate the days date to a drawing of tens and ones. Connect a handful of blocks to make a rod. record how many tens and ones did you make.</p>	Math Centers for all Skills Differentiated Math Centers
3rd Quarter	<p>Understand and Apply Properties of Operations and the Relationship Between Addition and Subtraction Enduring Understanding: Students will turnaround and join two numbers together and add one more to get an understanding of different operations. Essential Question: Does changing the places of the numbers change the sum?</p>	1.OA.3	Produce twelve snap cubes of two different colored trains. Write the number sentence for each color group. Turnaround the groups explain what happens to understand commutative property. Subdivide a paper strip with three different colors, write a number sentence to represent	Explore the commutative and associative properties.	<p>Whole: Analyze three different items by creating a story about the items you have selected. Small: Recognize number sentences in a search puzzle, write the addition sentence, then write the face another way. Independent: Use a toss game to demonstrate turnaround facts, write sentence, count to find sum.</p>	<p>Scott Foresman Math For You Math Their Way Math All Around www.Peter Rabbit's Math Garden www. Parent. mathsurf.com</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
3rd Quarter	<p>Enduring Understanding: Students will analyze subtraction problems by using relating addition facts to derive at a difference. Essential Questions: Why are related facts necessary? How are these number sentences alike? How are they different?</p>	1.OA.4	Use number cards or snap cubes to show related addition and subtraction sentences	Understand the relationship between addition and subtraction.	<p>Whole: Compose own addition or subtraction stories another child writes the related sentences. Small: Use felt board pieces to write related fact sentences. Independent: Bead link showing ten beads with two colors children write sentences.</p>	Math Learning Centers Math Their Way Ready to Go Lessons

3rd Quarter	Work With Addition and Subtraction Equations Enduring Understanding: Students will analyze subtraction and addition problems by using relating addition/subtraction facts to derive at a difference or a sum. Essential Questions: How will you determine what operation will take place? Are their key words we need to know to solve a problem?	1.OA.7	Use a calendar picture to count the number in each group, find the total or difference number sentence.	Explore the meaning of addition and subtraction.	Whole: Design an addition and subtraction game to help classmates practice solving problems. Small: Collect objects place them in groups and give a sentence related to the groups made. Independent: Label dominoes as numbers, listen to the operation being performed to write number sentences.	Scott Foresmen Math for You Math All Around Math Centers Interactive Math
3rd Quarter	Represent and Interpret Data: Enduring Understanding: Students will classify objects document, critique and appraise data about objects by answering questions presented. Essential Question: What information does a graph give us? How do we collect data to make a graph?	1.MD.4	Create and analyze picture and, bar graph. Reinforce the connection between a pictograph and a bar graph by making one of each using the same data. Solve problems by answering the questions presented.	Graph sets of objects, interpret data by answering questions.	Whole: Restate a sorting rule and explain how you will use it for creating a graph. Diagram two ways to show collected data. Answer questions Small: Construct and analyze real objects on a graph answer questions Independent: Sort items and create a graph answer two questions	Graphs Galore Data is Everywhere Guided Math Information on a Graph
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3rd Quarter	Measure Lengths Indirectly and by Iterating Length Units Enduring Understanding: Students will distinguish the length of three objects and classify them as directed. Essential Questions: What important elements are required to sort objects? Why is separating objects an important skill?	1.MD.1	Discriminate several objects by attributes, length, size or shape. Design a creation that are the same sizes, shapes and attributes.	Identify shapes measurements by examining attributes.	Whole: Trace a shape to create a monster, rocket or other picture showing the different and similar sizes Small: Assemble a creation with given pre-cut shapes. Independent: Identify the shapes place them in order from smallest to longest.	Math Work Stations Guided Math I Have, Who Has
3rd Quarter	Enduring Understanding: Students will compare and connect subdivided parts to create a whole number of length unit. Essential Questions: Are all parts needed to make a whole part? How do parts equal to a whole part?	1.MD.2	Identify figures divided into equal parts and determine what is needed to create the whole.	Explore the cutting apart fractions and constructing them back to a whole figure.	Whole: Use magazine or calendar pictures to show a given fraction. Small: Manipulate pattern blocks by tracing around to create a picture then divide the shape into equal parts. Independent: Play a fraction game matching the picture to the words that describes what you found.	Math Work Stations Math Their Way Guided Math
3rd Quarter	Tell and Write Time: Enduring Understanding: Students will illustrate an analog clock with hands showing correct time given to the hour and half hour. Essential Question: Why is it essential to be able to understand time?	1.MD.3	Reads time on a Judy clock to identify the hour and minute hands and write the hour and half hour.	Tell time to the hour and half hour on an analog clock.	Whole: Construct a large circle on the floor place numbered cards around the clock to simulate a clock, use yarn to represent hou and minute hands made different times. Small: Draw clock hands to show time to the hour and half hour of cut out pictures of different activities. Independent: Match time on analog clock to the digital clock.	Math Blasters Guided Math Math Work Stations. Poems Songs
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
3rd Quarter	Operation and Algebraic Thinking: Represent and Solve Problems Involving Addition and Subtraction Enduring Understanding: Students will express how to solve word problems by evaluating key words to represent a symbol of operation. Essential Question: Who does word comprehension help you solve a story problem?	1.OA.1	Generate number sentence for the problem of the day Picture Books The Day Jimmy's Boa Ate the Wash to connect language development to story operation Visualization of math story problems by illustrating the operation	Solve problems by choosing the operation and making connections to the language being used to determine the operation needed to be performed.	Whole: Compose own story problems the act out the math stories by using counters, number cards or a picture. Read the problem. Write + or - and the answer. Survey what the children can do. Small: Model additional do subtraction stories by using felt board figures for the class. Identify the operation in math stories by using counters to classify each group and what needs to be performed to get the correct operation. Independent: Describe how to figure out a math story problem by acting out the operation using students. Show the story by using a work mat and manipulatives	Mathematics Their Way Math Learning Centers Book: Five Little Monkeys Sitting in a Tree Investigations in Number, Data and Space Mathematical Thinking Snap Cubes Book: Where Jamaica Go? Book: Hey! Get Off Our Train www.teacher.mathsurf.com www.testworks.com
3rd Quarter	Add and Subtract within 20. Enduring Understanding:		State number stories	Solve problems by applying a variety of	Whole: Organize story problems	Math Centers

	<p>Students will memorize and support their problem-solving strategies by explaining the steps used to figure out the addition or subtraction problem.</p> <p>Essential Question: What strategy will work best to solve a number story?</p>	1.OA.6	<p>Express the problem-solving strategies to critique the parts and the number in all and write corresponding sentences.</p>	<p>Use problem-solving strategies to confirm the number sentence</p>	<p>Use problem-solving strategies by using a list to solve problems</p> <p>Small: Select pictures to write a number sentence</p> <p>Independent: Draw a picture to find out the number sentence.</p>	Ready to Go Lessons
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
3rd Quarter	<p>Use Place Value Understanding and Properties of Operations to Add and Subtract</p> <p>Enduring Understanding: Students will combine or decrease ten more or ten less to a two digit number. Then summarize how they arrived at that number without counting.</p> <p>Essential Questions: Which number always changed when a ten or tens were added? Why did the number stay the same? How does this strategy make it easier to add or subtract multiples of ten?</p>	1.NBT.5	<p>Express how to support number sentences when adding or subtracting ten to find a new sum or difference.</p>	<p>Combine a two digit number with a multiple of ten correctly and find the correct sums or difference, automatically.</p>	<p>Whole: Locate patterns on a hundreds chart to find sums mentally when they add or subtract multiples of ten. Examine what number changed and what stayed the same. Select several dimes and pennies from a bag. Count out, solve the remaining story problem to find the answer.</p> <p>Small: Label amount of rods and units to establish a number sentence and answer. Generate ten rods and units on a work mat, then on a place value chart, write the number for the rods and units then add another number that is a multiple of ten.</p> <p>Independent: Generate numbers by pulling rods and units out of the bags, then add or subtract any multiple of ten. Produce a number sentence for each group of rods and units to visualize the number that change and stayed the same.</p>	<p>Math Blasters Math Their Way Guided Math Differentiated Math File Folder Math Games</p>
3rd Quarter	<p>Enduring Understanding: Students will recite multiples of ten and paraphrase how they skipped counted to get the established number.</p> <p>Essential Question: What pattern do you see when you skip count?</p>	1.NBT.6	<p>Support skip counting by drawing a collection of ten items and record the pattern.</p>	<p>Produce and record a chart of multiples of tens, observe the pattern established.</p>	<p>Whole: Plan skip counting clues to help classmates guess the secret number. Count by twos and tens the different body parts of students in class.</p> <p>Small: Subdivide beans into ten sections of egg cartons, count by tens, twos and fives to observe the patterns by creating an one hundred chart.</p> <p>Independent: Trace around both hands have students recite counting by twos and tens. Draw a picture showing a collection of matching gloves. Skip count pairs of tens. Then talk about the pattern.</p>	<p>Math Their Way Frog Math Games Math Blasters</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
4th Quarter	<p>Enduring Understanding: Students will analyze subtraction problems by using relating addition facts to derive a difference.</p> <p>Essential Questions: Why are related facts necessary? How are these number sentences alike? How are they different?</p>	1.OA.4	<p>Use number cards or snap cubes to show related addition and subtraction sentences</p>	<p>Understand the relationship between addition and subtraction.</p>	<p>Whole: Compose own addition or subtraction stories another child writes the related sentences.</p> <p>Small: Use felt board pieces to write related fact sentences.</p> <p>Independent: Bead link showing ten beads with two colors children write sentences.</p>	<p>Math Learning Centers Math Their Way Ready to Go Lessons</p>
4th Quarter	<p>Work With Addition and Subtraction Equations</p> <p>Enduring Understanding: Students will analyze subtraction and addition problems by using relating addition/subtraction facts to derive a difference or a sum.</p> <p>Essential Questions: How will you determine what operation will take place? Are their key words we need to know to solve a problem?</p>	1.OA.7	<p>Use a calendar picture to count the number in each group, find the total or difference number sentence.</p>	<p>Explore the meaning of addition and subtraction.</p>	<p>Whole: Design an addition and subtraction game to help classmates practice solving problems.</p> <p>Small: Collect objects place them in groups and give a sentence related to the groups made.</p> <p>Independent: Label dominoes as numbers, listen to the operation being performed to write number sentences.</p>	<p>Scott Foresmen Math for You Math All Around Math Centers Interactive Math</p>

4th Quarter	Represent and Interpret Data: Enduring Understanding: Students will classify objects document, critique and appraise data about objects by answering questions presented. Essential Question: What information does a graph give us? How do we collect data to make a graph?	1.MD.4	Create and analyze picture and, bar graph. Reinforce the connection between a pictograph and a bar graph by making one of each using the same data. Solve problems by answering the questions presented.	Graph sets of objects, interpret data by answering questions.	Whole: Restate a sorting rule and explain how you will use it for creating a graph. Diagram two ways to show collected data. Answer questions Small: Construct and analyze real objects on a graph answer questions Independent: Sort items and create a graph answer two questions	Graphs Galore Data is Everywhere Guided Math Information on a Graph
4th Quarter	Operation and Algebraic Thinking: Represent and Solve Problems Involving Addition and Subtraction Enduring Understanding: Students will express how to solve word problems by evaluating key words to represent a symbol of operation. Essential Question: Who does word comprehension help you solve a story problem?	1.OA.1	Generate number sentence for the problem of the day Picture Books: The Day Jimmy's Boa Ate the Wash to connect language development to story operation Visualization of math story problems by illustrating the operation	Solve problems by choosing the operation and making connections to the language being used to determine the operation needed to be performed.	Whole: Compose own story problems the act out the math stories by using counters, number cards or a picture. Read the problem. Write + or - and the answer. Survey what the children can do. Small: Model additional do subtraction stories by using felt board figures for the class. Identify the operation in math stories by using counters to classify each group and what needs to be performed to get the correct operation. Independent: Describe how to figure out a math story problem by acting out the operation using students. Show the story by using a work mat and manipulatives	Mathematics Their Way Math Learning Centers Book: Five Little Monkeys Sitting in a Tree Investigations in Number, Data and Space Mathematical Thinking Snap Cubes Book: Where Jamaica Go? Book: Hey! Get Off Our Train www.teacher.mathsurf.com www.testworks.com
4th Quarter	Add and Subtract within 20. Enduring Understanding: Students will memorize and support their problem-solving strategies by explaining the steps used to figure out the addition or subtraction problem. Essential Question: What strategy will work best to solve a number story?	1.OA.6	State number stories express the problem-solving strategies to critique the parts and the number in all and write corresponding sentences.	Solve problems by applying a variety of strategies to confirm the number sentence	Whole: Organize story problems by using a list to solve problems Small: Select pictures to write a number sentence Independent: Draw a picture to find out the number sentence.	Math Centers Ready to Go Lessons
4th Quarter	Use Place Value Understanding and Properties of Operations to Add and Subtract Enduring Understanding: Students will combine or decrease ten more or ten less to a two digit number. Then summarize how they arrived at that number without counting. Essential Questions: Which number always changed when a ten or tens were added? Why did the number stay the same? How does this strategy make it easier to add or subtract multiples of ten?	1.NBT.5	Express how to support number sentences when adding or subtracting ten to find a new sum or difference.	Combine a two digit number with a multiple of ten correctly and find the correct sums or difference, automatically.	Whole: Locate patterns on a hundreds chart to find sums mentally when they add or subtract multiples of ten. Examine what number changed and what stayed the same. Select several dimes and pennies from a bag. Count out, solve the remaining story problem to find the answer. Small: Label amount of rods and units to establish a number sentence and answer. Generate ten rods and units on a work mat, then on a place value chart, write the number for the rods and units then add another number that is a multiple of ten. Independent: Generate numbers by pulling rods and units out of the bags, then add or subtract any multiple of ten. Produce a number sentence for each group of rods and units to visualize the number that change and stayed the same.	Math Blasters Math Their Way Guided Math Differentiated Math File Folder Math Games
4th Quarter	Enduring Understanding: Students will recite multiples of ten and paraphrase how they skipped counted to get the established number.	1.NBT.6	Support skip counting by drawing a collection of ten items and record the pattern.	Produce and record a chart of multiples of tens, observe the pattern established.	Whole: Plan skip counting clues to help classmates guess the secret number. Count by twos and tens the	Math Their Way Frog Math Games Math Blasters
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used

	<p>Essential Question: What pattern do you see when you skip count?</p>				<p>different body parts of students in class. Small: Subdivide beans into ten sections of egg cartons, count by tens, twos and fives to observe the patterns by creating an one hundred chart. Independent: Trace around both hands have students recite counting by twos and tens. Draw a picture showing a collection of matching gloves. Skip count pairs of tens. Then talk about the pattern.</p>	Math Blasters
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
4th Quarter	<p>Operation and Algebraic Thinking: Represent and Solve Problems Involving Addition and Subtraction Enduring Understanding: Students will survey ways to combine three objects to find the sum. Essential Question: What strategies would be used to solve three whole numbers?</p>	1.OA.2	Use number cubes to practice strategies for adding three numbers. Spin a group of numbers and write the sum. Compose a strategy on how you solved the problem.	Choose a strategy to add three numbers and can solve the problem correctly.	<p>Whole: Find sums for three addends when you toss a bean bag on a number. Write two-three strategies explaining what you did to find the answer. Small: Select three cards from the pile, lay them face up. Express what two numbers to add first. Answer question to explain problem-solving strategies. Independent: Use counters to model numbers and answer questions to get the sum of two numbers and then the third.</p>	Scott Foresman Math For You Math Their Way Math All Around www.PeterRabbit'sMathGarden.com www.Parent.mathsurf.com
4th Quarter	<p>Geometry:Reason with Shapes and Their Attributes Enduring Understanding: Students will transform a whole shape into divided parts, developing an understanding that the more parts the small the share. Essential Questions: How can you tell if a shape shows fair share? What makes it a smaller share?</p>	1.G.3	Summarize how to have fair share of divided shapes by folding paper into equal parts	Distinguish cut up cheese sandwiches to have fair share, use apples to analyze smaller parts tell why.	<p>Whole: Produce clay food that transforms into fair share, observe what happened to each part. Find magazine and newspaper pictures to show fractions and which is smaller, explain why. Small: Make puzzle from pictures cut into fractions decide the equal parts. Construct pattern block pictures to show the fraction. Independent: Precut rectangles subdivide by folding to create equal parts. Play a game to learn fractions draw the fraction of the shape on one card and on another card write the fraction name.</p>	Scott Foresman Math for You Ready To Go Math Lessons Math Center That Make You Think
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
4th Quarter	<p>Geometry:Reason with Shapes and Their Attributes Enduring Understanding: Students will discriminate between two dimensional shape attributes. Essential Question: What Objects are placed together? Why? Enduring Understanding: Students will produce a two and three dimensional shape by combining shapes together to create a new composite shape. Essential Questions: What shape will be created when combining shapes together? How do you know?</p>	1.G.1 1.G.2	Appraise attributes to sort shapes in two ways. Explain their work. Judge accurate predictions when shapes are combined together through tracing.	Identify geometric solids and sort by various attributes Identify plane shapes as a new shape with faces, edges and vertices.	<p>Whole: Design a graph of solids found in the real world. Plan and develop a geometric solid to analyze date by using empty boxes, towel rolls etc. Small: Analyze solid attributes by matching figure to words. Independent: Label solid shapes by placing them in a box with descriptive attributes. State the shape by identifying faces of solids and trace the faces to check the attributes. Whole: Plan to trace faces of solids to create pictures. Diagram shapes with equal numbers of sides and corners to create a new plane figure. Small: Matches faces of solids to flat shapes to examine a new composite shape. Independent: Match figures that have the same size and shape. Develop shapes to create and match pattern designs.</p>	Math a-z Mailbox for teachers Teacher Helper Math their Way Math All Around Peter Rabbit's Math Garden Math Blasters

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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Q1	<p>Concepts of Print: Enduring Understanding- Students will understand that words have meaning. Students will understand the impact of words and how they affect a story. Essential Questions- How does print, the organization of print, and illustrations tell the story?</p> <p>Phonics and Word Recognition: Enduring Understanding- Students will be able to identify base words from prefixes and suffixes. Students will be able to analyze the meaning of prefixes and suffixes. Essential Questions- How do prefixes and suffixes extend your vocabulary?</p> <p>Fluency: Enduring Understanding- Students will be able to read with speed, accuracy, and proper expression with comprehension. Students will be able to analyze oral reading skills by rereading and self correcting. Essential Questions- How can you express yourself readily and effortlessly? How does self-correcting make you a better reader?</p>	<p>RF1.a-d</p> <p>RF3.a-f</p> <p>RF4</p>	<p>Observation Student Interviews</p> <p>Cloze Statements Matching</p> <p>A-Z Books AR Tests Running Records Observation MAP Test Guided Reading Books Cloze Statements Context Clues</p>	<p>Posing and answering questions about details in story.</p> <p>Recognizing words with patterns. Transfer applications of new meanings to the base word.</p> <p>Ability to read easily, smoothly, and with expression.</p>	<p>Whole Group-Model in Big Book Small Group-Guided Reading Independent Work-Journals</p> <p>Whole Group-Modeling Small Group-Centers, Think/Pair/Share Independent Work- Word Wheels</p> <p>Whole Group-Modeling Small Group-Guided Reading Independent Work-Reading and responding to comprehension questions, AR.</p>	<p>Big Books Leveled Books for Guided Reading Graphic Organizers Story Maps</p> <p>Word Wheel Sliders White Boards Capture the Word Frame the Word</p> <p>A-Z Books Story Map Running Records Timed Word Lists</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Literature: Key Ideas and Details Enduring Understanding- Students will be able to discuss story elements with prompting and support. Essential Questions- Why are story elements essential to story comprehension?</p> <p>Craft and Structure: Enduring Understanding- Students will understand that rhythm and rhyme add meaning to text. Students will develop an understanding for story structure. Students will acknowledge individualized expression that demonstrates character's point of view through voice. Essential Questions- How does individual expression enhance literature?</p> <p>Integration of Knowledge and Ideas Enduring Understanding- Students will connect word meaning to story elements to build student lexicon Essential Questions- How do authors use specific words to create interest in a story?</p> <p>Enduring Understanding- Students will compare and contrast points of view of a given character within two different cultural stories. Essential Questions- How does point of view effect the meaning of the text?</p>	<p>RL1-3</p> <p>RL4-6</p> <p>RL7</p> <p>RL9</p>	<p>Story Maps Graphic Organizers Paraphrasing/Summarizing</p> <p>Author study by William Steig and Patricia Palocco Songs: Put words to rhythms creating rhyming words and phrases</p> <p>Complete word meaning template Illustrate a character and make a character web around the character Choose words from the text to summarize the elements Whip game using vocabulary</p> <p>RAFT Writing Graphic Organizers Rewrite story using your own view point/report on event that took place in the story Reader's Theater Character interview</p>	<p>Ask and answer questions about key details. Retell familiar stories. Identify characters, settings, and major events.</p> <p>Instilling love of reading of various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading.</p> <p>Relate any story elements to own experiences</p> <p>Differentiate between different points of view within two versions</p>	<p>Whole Group-Question and answer conferencing, Role-Play, Message Board Small Group-Sequencing Independent Work- Illustrate important events</p> <p>Rewrite new words to a simple well-known tune or to several well-known tunes Haiku Poems</p> <p>Whole Group-Summarize text using key words, use words in new context Small Group-Match words with given meanings, cloze activities</p> <p>Whole Group-Teacher model product to be performed Small Group-RAFT Writing and role playing Compare 2 stories on a Venn diagram Compare the original story with a fractured fairytale.</p> <p>Individual Work:</p>	<p>Story Maps Graphic Organizers Book: Too Many Tamales Readers Theater Venn Diagram SRA Skills Series</p> <p>Basic Skills Puzzles by Didax Education Resources Trade books for authors study Word Wheels/Sliders Wikki sticks for poems</p> <p>Story maps, predictions charts, literacy games, Word-A-Day activities, Vocabulary Workshop Workbook</p> <p>Lon Po Po by Ed Young Seven Chinese Brothers by Margaret Mahy and Mou-Sien Tseng The Real Story of the Three Little Pigs by A. Wolff Other Fractured Fairytales</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Enduring Understanding- Students will be able appreciate and understand a wide range of literature, including poetry Essential Questions- How does rhyme and rhythm enhance literature and poetry?</p>	<p>RL10</p>	<p>Word Wallets-Collecting interesting words Clap/Snap activities Paint a poem Alliteration Poems 2 word/line Fall Poem (one ing verb+ one noun) 2 word poem What Do You Love? (couplet rhymes)</p>	<p>Understand that literature includes rhyme, rhythm, and meaning</p>	<p>Whole Group-Clap a pattern of a poem Clap the rhythm of a song Brainstorm words that rhyme Finish poems, picking rhyming word/ word bank Model writing a poem and write one together Five Senses Poem</p> <p>Small Group-Follow the footsteps and map it out Hinky-Pinky Rhymes Poetry Fan Concrete Poems-Poems in shapes</p> <p>Individual Work: Write a poem on your own.(Use a thesaurus to help with word choice.)</p>	<p>Ride the Purple Pelican by Jack Prelutsky Under the Blue Umbrella by Jack Prelutsky He Wore Red Suspenders by Jack Prelutsky Meeting Writing Standards: Poetry Writing Grades 1-2 by Kathleen Casey Null Many Luscious Lollipops: A Book About Adjectives by Ruth Heller To Root, to Toot, Parachute: What is a Verb? by Brian P. Cleary a Child's Thesaurus</p>

	<p>Informational Text <i>Key Ideas and Details</i> Enduring Understanding- Students will be able to render information from an informational text</p> <p>Essential Questions- How do the key components of an informational text provide you with useful information?</p>	RI1-3	<p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p>	<ol style="list-style-type: none"> 1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text. 	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why)</p> <p>Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Write your own summary. 2. Fill out your own graphic organizer. 3. Take notes about how things are made from either a YouTube video or from a movie. 4. Sequence the steps of a flow chart such as how milk gets from a cow to your table.</p> <p>Strategies include teaching the parts of a book such as the table of contents, glossary, index, etc. Students could compete in teams to find key words in a lesson or to give the main idea of a lesson, etc.</p>	<p>Reading Fluency for Every Child Grade Two by Lori De Geode Teeth by Sneed B. Collard III Beaks by Sneed B. Collard III Coral Reefs by Sneed B. Collard B is for Badger Various titles by Gail Gibbons (Bats, Frogs, Butterflies, etc.) Groups of Library Books</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Craft and Structure: Essential Question : How do we learn to read and understand informational text? Enduring Understanding: Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Integration of Knowledge: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p>	<p>RI4-6</p> <p>RI7-9</p>	<p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p> <p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p>	<ol style="list-style-type: none"> 1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text. <ol style="list-style-type: none"> 1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text. 	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why)</p> <p>Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Write your own summary. 2. Fill out your own graphic organizer. 3. Take notes about how things are made from either a YouTube video or from a movie. 4. Sequence the steps of a flow chart such as how milk gets from a cow to your table.</p> <p>Strategies include teaching the parts of a book such as the table of contents, glossary, index, etc. Students could compete in teams to find key words in a lesson or to give the main idea of a lesson, etc.</p>	<p>Reading Fluency for Every Child Grade Two by Lori De Geode Teeth by Sneed B. Collard III Beaks by Sneed B. Collard III Coral Reefs by Sneed B. Collard B is for Badger Various titles by Gail Gibbons (Bats, Frogs, Butterflies, etc.) Groups of Library Books</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Writing: <i>Text Types and Purposes</i> Essential Question: How do we learn to communicate clearly through writing? Enduring Understanding: Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students ' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</p> <p>Production and Distribution of Writing Essential Question: How can we communicate our ideas through writing? Enduring Understanding: Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>	<p>2.W.1-3</p> <p>2.W.5-6</p>	<ol style="list-style-type: none"> 1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts <ol style="list-style-type: none"> 1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts 	<p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p> <p>Writers perfect their writing with many steps: planning, writing, revising, editing, and rewriting. Peer editing and the use of technology enhances the process.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why)</p> <p>Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Whole Group: Demonstrate the editing process. Demonstrate the use of spellcheck and thesauruses, and dictionaries.</p> <p>Small Group: Practice peer editing using a checklist.</p> <p>Individual Work: Practice rewriting and revising paragraphs from all genres.</p>	<p>Carloads of Creative Story Starters by Patti Carson and Janet DeLosa</p> <p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff) Writing Stories: Fantastic Fiction from Start to Finish (by David Harrison) Mine, All Mine: A Book about Pronouns by Ruth Heller Scoot by Kathryn Farwell Traits of Good Writing Grades 1-3 (Creative Teaching Press) Games Galore: Language Arts (Grades 1-3 The Mailbox) Creating Writers through 6 Trait Writing by Vicki Spandrel Story Stretchers: Activities to Expand Children's Favorite Books by Shirley C Raines and Robert J Canady</p>

						Read, Write, Publish: Making Books in the Classroom by Barbara Fairfax and Adela Garcia Writing Lessons for the Interactive Whiteboard Grades 2-4(Scholastic)
Timeline		Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Instructional Strategies	Resources/Texts Used
	<p>Research to Build and Present Knowledge <i>Essential Question:</i> How can we show a purpose for our writing? <i>Enduring Understanding:</i> Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p>	2.W.7-8	1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts	Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression	Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web. Individual Work: 1. Create a piece of writing and have the class guess what genre it is.	How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff)
	<p>Speaking and Listening: Comprehension and Collaboration: <i>Essential Question:</i> How can students listen and respond to what I hear? <i>Enduring Understanding:</i> Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p>	2.SL.1-3	1. Assess listening and comprehension skills. Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's	1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Familiarize students with PowerPoint.	Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King. Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King.	Listening Skills (Instructional Fair, Inc.) Writing Scholastic Workbooks "The New Kid on the Block" by Jack Prelutsky Dr. Seuss books "A Light in the Attic" by Shell Silverstein Poetry Patterns "Really Silly Pet Jokes" "Read-Along Rhymes for the Very Young"
	<p>Presentation of Knowledge and Ideas <i>Essential Question:</i> How can we speak in a way that others will understand? <i>Enduring Understanding:</i> Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p>	2.SL.4-6	Oral presentations. Write acrostic poems, haikus, limericks.	Instill a love of reading various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading. Relate any story elements to own experiences.	Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King.	Listening Skills (Instructional Fair, Inc.) Writing Scholastic Workbooks "The New Kid on the Block" by Jack Prelutsky Dr. Seuss books "A Light in the Attic" by Shell Silverstein Poetry Patterns "Really Silly Pet Jokes" "Read-Along Rhymes for the Very Young"
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Language Conventions of Standard English- <i>Essential Question:</i> How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing and speaking? <i>Enduring Understanding:</i> Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p>	2.L.1-2	1. Observation 2. Group interaction 3. Student -led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery.	Use conventions to convey meaning in written language. Use language correctly to effectively communicate in our world. Understand that literature includes rhyme, rhythm, and meaning	Whole Group: 1. Present mini lessons 2. Guided practice 3. Peer practice 4. Using writing samples on the overhead or white board, work together to find errors in conventions. 5. Pocket charts 6. Daily oral language competitions Small Group: 1. Earn points for your group while correcting daily oral language on a huge white board. 2. Use magnetic punctuation marks to place them on the board while a story is on an overhead.	Games Galore: Language Arts by The Mailbox Grades 1-3 Listening Skills (MCMXCIII Instructional Fair, Inc.) Reading Fluency for Every Child Grade 2 (Instructional Fair) Daily Sentence Editing for all Interactive Whiteboards (Teacher Created Resources) A-Z Writing Drop in the Bucket Frog Systems Games Punctuation Celebration Madlibs
	<p>Vocabulary Acquisition and Use- <i>Essential Question:</i> How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing, reading, listening, and speaking? <i>Enduring Understanding:</i> Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	2.L.5-6	1. Weekly quizzes on that week's list words. 2. Synonyms, antonyms, word association, inflectional endings, analogies, classifying, etc.	Increase vocabulary repertoire by regular interaction with new words and regular review.	Whole Group: 1. Pretests 2. Flip books 3. Mini lessons(Matching meaning and vocabulary words in an oral game format.) 4. Whip Games(Matching meaning and vocabulary words in an oral game format.) Small Group: 1. Practice matching synonyms using phonics cards in pocket charts. 2. Use word games of antonyms, rhymes, etc. 3. Play Scrabble. Individual Word: 1. Define/Draw/Sentence 2. Word Wall Words (Illustrations)	Sadlier Vocabulary Workshop Level Purple Online components at Vocabularyworkshop.com/purple (including interactive games, interactive word maps, quizzes, and worksheets, visuals of unit words, and audio glossary) Scrabble, various word matching games called DIDAX Hands on Phonics called Basic Skill Puzzles, Spellingcity.com, ABCy.com, Enchantedlearning.com (word Wheels) Writing A-Z

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Q2	<p>Phonics and Word Recognition: Enduring Understanding- Students will be able to identify base words from prefixes and suffixes. Students will be able to analyze the meaning of prefixes and suffixes. Essential Questions- How do prefixes and suffixes extend your vocabulary?</p> <p>Fluency: Enduring Understanding- Students will be able to read with speed, accuracy, and proper expression with comprehension. Students will be able to analyze oral reading skills by rereading and self correcting. Essential Questions- How can you express yourself readily and effortlessly? How does self-correcting make you a better reader?</p> <p>Literature: Key Ideas and Details Enduring Understanding- Students will be able to discuss story elements with prompting and support. Essential Questions- Why are story elements essential to story comprehension?</p>	RF3.a-f RF4 RL1-3	<p>Cloze Statements Matching</p> <p>A-Z Books AR Tests Running Records Observation MAP Test Guided Reading Books Cloze Statements Context Clues</p> <p>Story Maps Graphic Organizers Paraphrasing/Summarizing</p>	<p>Recognizing words with patterns. Transfer applications of new meanings to the base word.</p> <p>Ability to read easily, smoothly, and with expression.</p> <p>Ask and answer questions about key details. Retell familiar stories. Identify characters, settings, and major events.</p>	<p>Whole Group-Modeling Small Group-Centers, Think/Pair/Share Independent Work- Word Wheels</p> <p>Whole Group-Modeling Small Group-Guided Reading Independent Work-Reading and responding to comprehension questions, AR.</p> <p>Whole Group-Question and answer conferencing, Role-Play, Message Board Small Group-Sequencing Independent Work- Illustrate important events</p>	<p>Word Wheel Sliders White Boards Capture the Word Frame the Word</p> <p>A-Z Books Story Map Running Records Timed Word Lists</p> <p>Story Maps Graphic Organizers Book: Too Many Tamales Readers Theater Venn Diagram SRA Skills Series</p>
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	<p>Craft and Structure: Enduring Understanding- Students will Understand that rhythm and rhyme add meaning to text. Students will develop an understanding for story structure. Students will acknowledge individualized expression that demonstrates character's point of view through voice. Essential Questions- How does individual expression enhance literature?</p> <p>Integration of Knowledge and Ideas Enduring Understanding- Students will connect word meaning to story elements to build student lexicon Essential Questions- How do authors use specific words to create interest in a story?</p> <p>Enduring Understanding- Students will compare and contrast points of view of a given character within two different cultural stories. Essential Questions- How does point of view effect the meaning of the text?</p>	RL4-6 RL7 RL9	<p>Author study by William Steig and Patricia Palocco Songs: Put words to rhythms creating rhyming words and phrases</p> <p>Complete word meaning template Illustrate a character and make a character web around the character Choose words from the text to summarize the elements Whip game using vocabulary</p> <p>RAFT Writing Graphic Organizers Rewrite story using your own view point/report on event that took place in the story Reader's Theater Character interview</p>	<p>Instilling love of reading of various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading.</p> <p>Relate any story elements to own experiences</p> <p>Differentiate between different points of view within two versions</p>	<p>Rewrite new words to a simple well-known tune or to several well-known tunes Haiku Poems</p> <p>Whole Group-Summarize text using key words, use words in new context Small Group-Match words with given meanings, cloze activities</p> <p>Whole Group-Teacher model product to be performed Small Group-RAFT Writing and role playing Compare 2 stories on a Venn diagram Compare the original story with a fractured fairytale.</p> <p>Individual Work: Write a different ending for a fairy tale. Tell a story from a different character's point of view.</p>	<p>Basic Skills Puzzles by Didax Education Resources Trade books for authors study Word Wheels/Sliders Wikki sticks for poems</p> <p>Story maps, predictions charts, literacy games, Word-A-Day activities, Vocabulary Workshop Workbook</p> <p>Lon Po Po by Ed Young Seven Chinese Brothers by Margaret Mahy and Mou-Sien Tseng The Real Story of the Three Little Pigs by A. Wolff Other Fractured Fairytales</p>
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	<p>Enduring Understanding- Students will be able appreciate and understand a wide range of literature, including poetry Essential Questions- How does rhyme and rhythm enhance literature and poetry?</p>	RL10	<p>Word Wallets-Collecting interesting words Clap/Snap activities Paint a poem Alliteration Poems 2 word/line Fall Poem (one ing verb+ one noun) 2 word poem What Do You Love? (couplet rhymes)</p>	Understand that literature includes rhyme, rhythm, and meaning	<p>Whole Group-Clap a pattern of a poem Clap the rhythm of a song Brainstorm words that rhyme Finish poems, picking rhyming word/ word bank Model writing a poem and write one together Five Senses Poem</p>	<p>Ride the Purple Pelican by Jack Prelutsky Under the Blue Umbrella by Jack Prelutsky He Wore Red Suspenders by Jack Prelutsky Meeting Writing Standards: Poetry Writing Grades 1-2 by Kathleen Casey Null</p>

					<p>Small Group-Follow the footsteps and map it out Hanky-Pinky Rhymes Poetry Fan Concrete Poems-Poems in shapes</p> <p>Individual Work: Write a poem on your own.(Use a thesaurus to help with word choice.)</p>	Many Luscious Lollipops: A Book About Adjectives by Ruth Heller To Root, to Toot, Parachute: What is a Verb? by Brian P. Cleary a Child's Thesaurus
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	<p>Informational Text <i>Key Ideas and Details</i> Enduring Understanding- Students will be able to render information from an informational text</p> <p>Essential Questions- How do the key components of an informational text provide you with useful information?</p> <p>Craft and Structure: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Integration of Knowledge: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p>	<p>RI1-3</p> <p>RI4-6</p> <p>RI7-9</p>	<p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p> <p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p>	<p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p> <p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Write your own summary. 2. Fill out your own graphic organizer. 3. Take notes about how things are made from either a YouTube video or from a movie. 4. Sequence the steps of a flow chart such as how milk gets from a cow to your table.</p> <p>Strategies include teaching the parts of a book such as the table of contents, glossary, index, etc. Students could compete in teams to find key words in a lesson or to give the main idea of a lesson, etc.</p>	<p>Reading Fluency for Every Child Grade Two by Lori De Geode Teeth by Sneed B. Collard III Beaks by Sneed B. Collard III Coral Reefs by Sneed B. Collard B is for Badger Various titles by Gail Gibbons (Bats, Frogs, Butterflies, etc.) Groups of Library Books</p>
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	<p>Writing: <i>Text Types and Purposes</i> Essential Question: How do we learn to communicate clearly through writing? Enduring Understanding: Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</p> <p>Production and Distribution of Writing Essential Question: How can we communicate our ideas through writing? Enduring Understanding: Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>	<p>2.W.1-3</p> <p>2.W.5-6</p>	<p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts</p> <p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts</p>	<p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p> <p>Writers perfect their writing with many steps: planning, writing, revising, editing, and rewriting. Peer editing and the use of technology enhances the process.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Whole Group: Demonstrate the editing process. Demonstrate the use of spellcheck and thesauruses, and dictionaries. Small Group: Practice peer editing using a checklist. Individual Work: Practice rewriting and revising paragraphs from all genres.</p>	<p>Carloads of Creative Story Starters by Patti Carson and Janet DeLosa</p> <p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub)</p> <p>Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff) Writing Stories: Fantastic Fiction from Start to Finish (by David Harrison) Mine, All Mine: A Book about Pronouns by Ruth Heller Scoot by Kathryn Farwell Traits of Good Writing Grades 1-3 (Creative Teaching Press) Games Galore: Language Arts (Grades 1-3 The Mailbox) Creating Writers through 6 Trait Writing by Vicki Spandrel Story Stretchers: Activities to Expand Children's Favorite Books by Shirley C Raines and Robert J Canady Read, Write, Publish: Making Books in the Classroom by Barbara Fairfax and Adela Garcia Writing Lessons for the Interactive Whiteboard Grades 2-4(Scholastic)</p>
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	<p>Research to Build and Present Knowledge Essential Question: How can we show a purpose for our writing? Enduring Understanding: Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p>	<p>2.W.7-8</p>	<p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts</p>	<p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (.Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an</p>	<p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff)</p>

	<p>Speaking and Listening- Comprehension and Collaboration: Essential Question: How can students listen and respond to what I hear? Enduring Understanding: Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p> <p>Presentation of Knowledge and Ideas Essential Question: How can we speak in a way that others will understand? Enduring Understanding: Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p>	2.SL.1-3	<p>1. Assess listening and comprehension skills. Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's</p> <p>Oral presentations. Write acrostic poems, haikus, limericks.</p>	<p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Familiarize students with PowerPoint.</p> <p>Instill a love of reading various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading. Relate any story elements to own experiences.</p>	<p>informational web. Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King.</p>	<p>Listening Skills (Instructional Fair, Inc.) Writing Scholastic Workbooks "The New Kid on the Block" by Jack Prelutsky Dr. Seuss books "A Light in the Attic" by Shell Silverstein Poetry Patterns "Really Silly Pet Jokes" "Read-Aloud Rhymes for the Very Young"</p>
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	<p>Language Conventions of Standard English- Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing and speaking? Enduring Understanding: Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p>	2.L.1-2	<p>1. Observation 2. Group interaction 3. Student-led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery.</p>	<p>Use conventions to convey meaning in written language. Use language correctly to effectively communicate in our world. Understand that literature includes rhyme, rhythm, and meaning</p>	<p>Whole Group: 1. Present mini lessons 2. Guided practice 3. Peer practice 4. Using writing samples on the overhead or white board, work together to find errors in conventions. 5. Pocket charts 6. Daily oral language competitions</p> <p>Small Group: 1. Earn points for your group while correcting daily oral language on a huge white board. 2. Use magnetic punctuation marks to place them on the board while a story is on an overhead.</p>	<p>Games Galore: Language Arts by The Mailbox Grades 1-3 Listening Skills (MCMXCIII Instructional Fair, Inc.) Reading Fluency for Every Child Grade 2 (Instructional Fair) Daily Sentence Editing for all Interactive Whiteboards (Teacher Created Resources) A-Z Writing Drop in the Bucket Frog Systems Games Punctuation Celebration Madlibs</p>
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	<p>Vocabulary Acquisition and Use- Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing, reading, listening, and speaking? Enduring Understanding: Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	2.L.5-6	<p>1. Weekly quizzes on that week's list words. 2. Synonyms, antonyms, word association, inflectional endings, analogies, classifying, etc.</p>	<p>Increase vocabulary repertoire by regular interaction with new words and regular review.</p>	<p>Whole Group: 1. Pretests 2. Flip books 3. Mini lessons(Matching meaning and vocabulary words in an oral game format.) 4. Whip Games(Matching meaning and vocabulary words in an oral game format.) Small Group: 1. Practice matching synonyms using phonics cards in pocket charts. 2. Use word games of antonyms, rhymes, etc. 3. Play Scrabble.</p> <p>Individual Word: 1. Define/Draw/Sentence 2. Word Wall Words (Illustrations)</p>	<p>Sadlier Vocabulary Workshop Level Purple Online components at Vocabularyworkshop.com/purple (Including interactive games, interactive word maps, quizzes, and worksheets, visuals of unit words, and audio glossary) Scrabble, various word matching games called DIDAX Hands on Phonics called Basic Skill Puzzles, Spellingcity.com, ABCy.com, Enchantedlearning.com (word Wheels) Writing A-Z</p>
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Q3	<p>Phonics and Word Recognition: Enduring Understanding- Students will be able to identify base words from prefixes and suffixes. Students will be able to analyze the meaning of prefixes and suffixes. Essential Questions- How do prefixes and suffixes extend your vocabulary? Fluency: Enduring Understanding- Students will be able to read with speed, accuracy, and proper expression with comprehension. Students will be able to analyze oral reading skills by rereading and self correcting. Essential Questions- How can you express yourself readily and effortlessly? How does self-correcting make you a better reader?</p>	RF3.a-f RF4	<p>Cloze Statements Matching A-Z Books AR Tests Running Records Observation MAP Test Guided Reading Books Cloze Statements Context Clues</p>	<p>Recognizing words with patterns. Transfer applications of new meanings to the base word. Ability to read easily, smoothly, and with expression.</p>	<p>Whole Group-Modeling Small Group-Centers, Think/Pair/Share Independent Work- Word Wheels Whole Group-Modeling Small Group-Guided Reading Independent Work-Reading and responding to comprehension questions, AR.</p>	<p>Word Wheel Sliders White Boards Capture the Word Frame the Word A-Z Books Story Map Running Records Timed Word Lists</p>

	<p>Literature: <i>Key Ideas and Details</i> Enduring Understanding- Students will be able to discuss story elements with prompting and support. Essential Questions- Why are story elements essential to story comprehension?</p>	RL1-3	<p>Story Maps Graphic Organizers Paraphrasing/Summarizing</p>	<p>Ask and answer questions about key details. Retell familiar stories. Identify characters, settings, and major events.</p>	<p>Whole Group-Question and answer conferencing, Role-Play, Message Board Small Group-Sequencing Independent Work- Illustrate important events</p>	<p>Story Maps Graphic Organizers Book: Too Many Tamales Readers Theater Venn Diagram SRA Skills Series</p>
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	<p>Craft and Structure: Enduring Understanding- Students will understand that rhythm and rhyme add meaning to text. Students will develop an understanding for story structure. Students will acknowledge individualized expression that demonstrates character's point of view through voice. Essential Questions- How does individual expression enhance literature?</p> <p>Integration of Knowledge and Ideas Enduring Understanding- Students will connect word meaning to story elements to build student lexicon Essential Questions- How do authors use specific words to create interest in a story?</p> <p>Enduring Understanding- Students will compare and contrast points of view of a given character within two different cultural stories. Essential Questions- How does point of view effect the meaning of the text?</p>	<p>RL4-6</p> <p>RL7</p> <p>RL9</p>	<p>Author study by William Steig and Patricia Palocco Songs: Put words to rhythms creating rhyming words and phrases</p> <p>Complete word meaning template Illustrate a character and make a character web around the character Choose words from the text to summarize the elements Whip game using vocabulary</p> <p>RAFT Writing Graphic Organizers Rewrite story using your own view point/report on event that took place in the story Reader's Theater Character interview</p>	<p>Instilling love of reading of various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading.</p> <p>Relate any story elements to own experiences</p> <p>Differentiate between different points of view within two versions</p>	<p>Rewrite new words to a simple well-known tune or to several well-known tunes Haiku Poems</p> <p>Whole Group-Summarize text using key words, use words in new context Small Group-Match words with given meanings, cloze activities</p> <p>Whole Group-Teacher model product to be performed Small Group-RAFT Writing and role playing Compare 2 stories on a Venn diagram Compare the original story with a fractured fairytale. Individual Work: Write a different ending for a fairy tale. Tell a story from a different character's point of view.</p>	<p>Basic Skills Puzzles by Didax Education Resources Trade books for authors study Word Wheels/Sliders Wikki sticks for poems</p> <p>Story maps, predictions charts, literacy games, Word-A-Day activities, Vocabulary Workshop Workbook</p> <p>Lon Po Po by Ed Young Seven Chinese Brothers by Margaret Mahy and Mou-Sien Tseng The Real Story of the Three Little Pigs by A. Wolff Other Fractured Fairytales</p>
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	<p>Informational Text <i>Key Ideas and Details</i> Enduring Understanding- Students will be able to render information from an informational text Essential Questions- How do the key components of an informational text provide you with useful information?</p> <p>Craft and Structure: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Integration of Knowledge: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p>	<p>RI1-3</p> <p>RI4-6</p> <p>RI7-9</p>	<p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p> <p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p>	<p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p> <p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web. Individual Work: 1. Write your own summary. 2. Fill out your own graphic organizer. 3. Take notes about how things are made from either a YouTube video or from a movie. 4. Sequence the steps of a flow chart such as how milk gets from a cow to your table.</p> <p>Strategies include teaching the parts of a book such as the table of contents, glossary, index, etc. Students could compete in teams to find key words in a lesson or to give the main idea of a lesson, etc.</p>	<p>Reading Fluency for Every Child Grade Two by Lori De Geode Teeth by Sneed B. Collard III Beaks by Sneed B. Collard III Coral Reefs by Sneed B. Collard B is for Badger Various titles by Gail Gibbons (Bats, Frogs, Butterflies, etc.) Groups of Library Books</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Range of Reading and Level of Text Complexity Essential Question: How do we learn to read and understand informational text? Enduring Understanding: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality and increasingly challenging informational texts.</p>	RI10	<p>1. Identify selections as fiction, nonfiction, poetry, and informational text. 2. Go on a scavenger hunt around the room for a particular genre. 3. Write short samples of the different genres. 4. Tell the steps on a flow chart of how to find a nonfiction book</p>	<p>Become familiar with different types of literature and read and write different types of genres. (biographies, autobiographies, informational text, poetry, fiction, nonfiction, etc.)</p>	<p>Whole Group: Read portions of different texts and then discuss the type of literature. Make charts or posters defining the genres. Small Group: Demonstrate how to use the computer at a library by doing it online.</p>	<p>Various library books of different genres and different levels and different interests.</p>

	<p>Writing: <i>Text Types and Purposes</i> Essential Question: How do we learn to communicate clearly through writing? Enduring Understanding: Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</p> <p>Production and Distribution of Writing Essential Question: How can we communicate our ideas through writing? Enduring Understanding: Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>	2.W.1-3	<ol style="list-style-type: none"> 1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts 	<p>in a library using the computer.</p> <p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p>	<p>Individual Work: Read from a wide variety of sources and genres.</p> <p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Whole Group: Demonstrate the editing process. Demonstrate the use of spellcheck and thesauruses, and dictionaries. Small Group: Practice peer editing using a checklist. Individual Work: Practice rewriting and revising paragraphs from all genres.</p>	<p>Carloads of Creative Story Starters by Patti Carson and Janet Dellosa</p> <p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff) Writing Stories: Fantastic Fiction from Start to Finish (by David Harrison) Mine, All Mine: A Book about Pronouns by Ruth Heller Scoot by Kathryn Farwell Traits of Good Writing Grades 1-3 (Creative Teaching Press) Games Galore: Language Arts (Grades 1-3 The Mailbox) Creating Writers through 6 Trait Writing by Vicki Spandrel Story Stretchers: Activities to Expand Children's Favorite Books by Shirley C Raines and Robert J Canady Read, Write, Publish: Making Books in</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Research to Build and Present Knowledge Essential Question: How can we show a purpose for our writing? Enduring Understanding: Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.</p> <p>Speaking and Listening: Comprehension and Collaboration Essential Question: How can students listen and respond to what I hear? Enduring Understanding: Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p> <p>Presentation of Knowledge and Ideas Essential Question: How can we speak in a way that others will understand? Enduring Understanding: Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p>	2.W.7-8 2.SL.1-3 2.SL.4-6	<ol style="list-style-type: none"> 1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts <p>1. Assess listening and comprehension skills. Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's</p> <p>Oral presentations. Write acrostic poems, haikus, limericks.</p>	<p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p> <p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Familiarize students with PowerPoint.</p> <p>Instill a love of reading various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading. Relate any story elements to own experiences.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web. Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King.</p>	<p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff)</p> <p>Listening Skills (Instructional Fair, Inc.) Writing Scholastic Workbooks "The New Kid on the Block" by Jack Prelutsky Dr. Seuss books "A Light in the Attic" by Shell Silverstein Poetry Patterns "Really Silly Pet Jokes" "Read-Aloud Rhymes for the Very Young"</p>
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	<p>Language <i>Conventions of Standard English-</i> Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing and speaking? Enduring Understanding: Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Knowledge of Language- Essential Question: How can we speak in a way that others will understand? Enduring Understanding: Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	2.L.1-2 2.L.3	<ol style="list-style-type: none"> 1. Observation 2. Group interaction 3. Student-led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery. <ol style="list-style-type: none"> 1. Observation 2. Group interaction 3. Student-led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery. 	<p>Use conventions to convey meaning in written language. Use language correctly to effectively communicate in our world. Understand that literature includes rhyme, rhythm, and meaning</p>	<p>Whole Group: 1. Present mini lessons 2. Guided practice 3. Peer practice 4. Using writing samples on the overhead or white board, work together to find errors in conventions. 5. Pocket charts 6. Daily oral language competitions</p> <p>Small Group: 1. Earn points for your group while correcting daily oral language on a huge white board. 2. Use magnetic punctuation marks to place them on the board while a story is on an overhead.</p>	<p>Games Galore: Language Arts by The Mailbox Grades 1-3 Listening Skills (MCMXCIII Instructional Fair, Inc.) Reading Fluency for Every Child Grade 2 (Instructional Fair) Daily Sentence Editing for all Interactive Whiteboards (Teacher Created Resources) A-Z Writing Drop in the Bucket Frog Systems Games Punctuation Celebration Madlibs</p>

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	<p>Vocabulary Acquisition and Use: Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing, reading, listening, and speaking? Enduring Understanding: Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	2.L.5-6	1. Weekly quizzes on that week's list words. 2. Synonyms, antonyms, word association, inflectional endings, analogies, classifying, etc.	Increase vocabulary repertoire by regular interaction with new words and regular review.	<p>Whole Group:</p> <ol style="list-style-type: none"> 1. Pretests 2. Flip books 3. Mini lessons(Matching meaning and vocabulary words in an oral game format.) 4. Whip Games(Matching meaning and vocabulary words in an oral game format.) <p>Small Group:</p> <ol style="list-style-type: none"> 1. Practice matching synonyms using phonics cards in pocket charts. 2. Use word games of antonyms, rhymes, etc. 3. Play Scrabble. <p>Individual Word:</p> <ol style="list-style-type: none"> 1. Define/Draw/Sentence 2. Word Wall Words (Illustrations) 	Sadlier Vocabulary Workshop Level Purple Online components at Vocabularyworkshop.com/purple (including interactive games, interactive word maps, quizzes, and worksheets, visuals of unit words, and audio glossary) Scrabble, various word matching games called DIDAX Hands on Phonics called Basic Skill Puzzles, Spellingcity.com, ABCy.com, Enchantedlearning.com (word Wheels) Writing A-Z
Q4	<p>Phonics and Word Recognition: Enduring Understanding- Students will be able to identify base words from prefixes and suffixes. Students will be able to analyze the meaning of prefixes and suffixes. Essential Questions- How do prefixes and suffixes extend your vocabulary? Fluency: Enduring Understanding- Students will be able to read with speed, accuracy, and proper expression with comprehension. Students will be able to analyze oral reading skills by rereading and self correcting. Essential Questions- How can you express yourself readily and effortlessly? How does self-correcting make you a better reader? Literature: Key Ideas and Details Enduring Understanding- Students will be able to discuss story elements with prompting and support. Essential Questions- Why are story elements essential to story comprehension?</p>	RF3.a-f RF4 RL1-3	<p>Cloze Statements Matching</p> <p>A-Z Books AR Tests Running Records Observation MAP Test Guided Reading Books Cloze Statements Context Clues</p> <p>Story Maps Graphic Organizers Paraphrasing/Summarizing</p>	<p>Recognizing words with patterns. Transfer applications of new meanings to the base word.</p> <p>Ability to read easily, smoothly, and with expression.</p> <p>Ask and answer questions about key details. Retell familiar stories. Identify characters, settings, and major events.</p>	<p>Whole Group-Modeling Small Group-Centers, Think/Pair/Share Independent Work- Word Wheels</p> <p>Whole Group-Modeling Small Group-Guided Reading Independent Work-Reading and responding to comprehension questions, AR.</p> <p>Whole Group-Question and answer conferencing, Role-Play, Message Board Small Group-Sequencing Independent Work- Illustrate important events</p>	<p>Word Wheel Sliders White Boards Capture the Word Frame the Word</p> <p>A-Z Books Story Map Running Records Timed Word Lists</p> <p>Story Maps Graphic Organizers Book: Too Many Tamales Readers Theater Venn Diagram SRA Skills Series</p>
	<p>Craft and Structure: Enduring Understanding- Students will Understand that rhythm and rhyme add meaning to text. Students will develop an understanding for story structure. Students will acknowledge individualized expression that demonstrates character's point of view through voice. Essential Questions- How does individual expression enhance literature? Integration of Knowledge and Ideas Enduring Understanding- Students will connect word meaning to story elements to build student lexicon Essential Questions- How do authors use specific words to create interest in a story? Enduring Understanding- Students will compare and contrast points of view of a given character within two different cultural stories. Essential Questions- How does point of view effect the meaning of the text?</p>	RL4-6 RL7 RL9	<p>Author study by William Steig and Patricia Palocco Songs: Put words to rhythms creating rhyming words and phrases</p> <p>Complete word meaning template Illustrate a character and make a character web around the character Choose words from the text to summarize the elements Whip game using vocabulary</p> <p>RAFT Writing Graphic Organizers Rewrite story using your own view point/report on event that took place in the story Reader's Theater Character interview</p>	<p>Instilling love of reading of various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading.</p> <p>Relate any story elements to own experiences</p> <p>Differentiate between different points of view within two versions</p>	<p>Rewrite new words to a simple well-known tune or to several well-known tunes Haiku Poems</p> <p>Whole Group-Summarize text using key words, use words in new context Small Group-Match words with given meanings, cloze activities</p> <p>Whole Group-Teacher model product to be performed Small Group-RAFT Writing and role playing Compare 2 stories on a Venn diagram Compare the original story with a fractured fairytale. Individual Work: Write a different ending for a fairy tale. Tell a story from a different character's point of view.</p>	<p>Basic Skills Puzzles by Didax Education Resources Trade books for authors study Word Wheels/Sliders Wikki sticks for poems</p> <p>Story maps, predictions charts, literacy games, Word-A-Day activities, Vocabulary Workshop Workbook</p> <p>Lon Po Po by Ed Young Seven Chinese Brothers by Margaret Mahy and Mou-Sien Tseng The Real Story of the Three Little Pigs by A. Wolff Other Fractured Fairytales</p>

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	<p>Informational Text <i>Key Ideas and Details</i> Enduring Understanding- Students will be able to render information from an informational text</p> <p>Essential Questions- How do the key components of an informational text provide you with useful information?</p> <p>Craft and Structure: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.</p> <p>Integration of Knowledge: Essential Question: How do we learn to read and understand informational text? Enduring Understanding: Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in text, which empowers the reader to make informed choices in life.</p>	<p>RI.1-3</p> <p>RI.4-6</p> <p>RI.7-9</p>	<p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p> <p>Cloze activities Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's Glossary Hunt Dilly Dally Dictionary</p>	<p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p> <p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Utilize all the components of an expository text.</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Write your own summary. 2. Fill out your own graphic organizer. 3. Take notes about how things are made from either a YouTube video or from a movie. 4. Sequence the steps of a flow chart such as how milk gets from a cow to your table.</p> <p>Strategies include teaching the parts of a book such as the table of contents, glossary, index, etc. Students could compete in teams to find key words in a lesson or to give the main idea of a lesson, etc.</p>	<p>Reading Fluency for Every Child Grade Two by Lori De Geode Teeth by Sneed B. Collard III Beaks by Sneed B. Collard III Coral Reefs by Sneed B. Collard B is for Badger Various titles by Gail Gibbons (Bats, Frogs, Butterflies, etc.) Groups of Library Books</p>
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	<p>Range of Reading and Level of Text Complexity Essential Question: How do we learn to read and understand informational text? Enduring Understanding: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality and increasingly challenging informational texts.</p> <p>Writing: <i>Text Types and Purposes</i> Essential Question: How do we learn to communicate clearly through writing? Enduring Understanding: Writers share information, opinions and ideas through multiple ways and texts. Knowledge of the different genres support students' understanding and writing of text structures which allows them to communicate in appropriate and meaningful ways to their audience and achieve their intended purpose.</p> <p>Production and Distribution of Writing Essential Question: How can we communicate our ideas through writing? Enduring Understanding: Effective writing is the result of multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite their work to evoke change or clarify their ideas. The stages of these processes are enhanced with collaboration and technology.</p>	<p>RI.10</p> <p>2.W.1-3</p> <p>2.W.5-6</p>	<p>1. Identify selections as fiction, nonfiction, poetry, and informational text. 2. Go on a scavenger hunt around the room for a particular genre. 3. Write short samples of the different genres. 4. Tell the steps on a flow chart of how to find a nonfiction book in a library using the computer.</p> <p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts</p> <p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive, descriptive, narrative, expository, etc. writing. 6. Writing prompts</p>	<p>Become familiar with different types of literature and read and write different types of genres. (biographies, autobiographies, informational text, poetry, fiction, nonfiction, etc.)</p> <p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p> <p>Writers perfect their writing with many steps: planning, writing, revising, editing, and rewriting. Peer editing and the use of technology enhances the process.</p>	<p>Whole Group: Read portions of different texts and then discuss the type of literature. Make charts or posters defining the genres. Small Group: Demonstrate how to use the computer at a library by doing it online. Individual Work: Read from a wide variety of sources and genres.</p> <p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why) Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Whole Group: Demonstrate the editing process. Demonstrate the use of spellcheck and thesauruses, and dictionaries. Small Group: Practice peer editing using a checklist. Individual Work: Practice rewriting and revising paragraphs from all genres.</p>	<p>Various library books of different genres and different levels and different interests.</p> <p>Carloads of Creative Story Starters by Patti Carson and Janet Delosa</p> <p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks) Write up a Storm with the Polk Street School (by Patricia Reilly Gaff) Writing Stories: Fantastic Fiction from Start to Finish (by David Harrison) Mine, All Mine: A Book about Pronouns by Ruth Heller Scoot by Kathryn Farwell Traits of Good Writing Grades 1-3 (Creative Teaching Press) Games Galore: Language Arts (Grades 1-3 The Mailbox) Creating Writers through 6 Trait Writing by Vicki Spandrel Story Stretchers: Activities to Expand Children's Favorite Books by Shirley C Raines and Robert J Canady Read, Write, Publish: Making Books in the Classroom by Barbara Fairfax and Adela Garcia</p>
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	<p>Research to Build and Present Knowledge Essential Question: How can we show a purpose for our writing? Enduring Understanding: Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior</p>	<p>2.W.7-8</p>	<p>1. Traits Writing Rubrics 2. Peer editing 3. Sharing their writing with the class. 4. Memory Books 5. Write samples of persuasive,</p>	<p>Writers use words to share information, opinions, and ideas. Writers consider their audience to choose the correct format for their expression</p>	<p>Whole Group: 1. Model writing a summary. 2. Demonstrate filling out a graphic organizer 3. Answer the 5W's (. Who, What, When, Where, Why)</p>	<p>How to Write a Story (Evan-Moor Educational Publishers) Giant Write Every Day (Evan Moor Ed.Pub) Write Traits Sampler (by Vicki Spandrel and Jeff Hicks)</p>

	<p>knowledge and engaging in the process of independent and shared inquiry are essential.</p> <p>Speaking and Listening: <i>Comprehension and Collaboration:</i> Essential Question: How can students listen and respond to what I hear? Enduring Understanding: Strong listening and speaking skills are critical for learning and communicating and allowing us to understand our world better. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p> <p>Presentation of Knowledge and Ideas Essential Question: How can we speak in a way that others will understand? Enduring Understanding: Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p>	<p>2.SL.1-3</p> <p>2.SL.4-6</p>	<p>descriptive, narrative, expository, etc. writing. 6. Writing prompts</p> <p>1. Assess listening and comprehension skills. Summarize the book Class discussions Graphic Organizers Diagrams Informational Web Main idea / details Highlight key components on a reproduced page Answer the 5 W's</p> <p>Oral presentations. Write acrostic poems, haikus, limericks.</p>	<p>1. Visualize and organize ideas from nonfiction to break it into chunks of meaning. 2. Rewrite and summarize information in your own words. 3. Incorporate the new information into some type of creative artistic or musical form. (Write a song about it.) 4. Familiarize students with PowerPoint.</p> <p>Instill a love of reading various types of literature. Construct the ability to understand how the combination of words and sounds create flow of reading. Relate any story elements to own experiences.</p>	<p>Small Group: 1. As a group, write a summary. 2. As a group fill out an informational web.</p> <p>Individual Work: 1. Create a piece of writing and have the class guess what genre it is.</p> <p>Model many types of poetic elements, such as alliteration, personification onomatopoeia. Watch speeches by famous speakers such as Martin Luther King.</p>	<p>Write up a Storm with the Polk Street School (by Patricia Reilly Gaff)</p> <p>Listening Skills (Instructional Fair, Inc.) Writing Scholastic Workbooks "The New Kid on the Block" by Jack Prelutsky Dr. Seuss books "A Light in the Attic" by Shell Silverstein Poetry Patterns "Really Silly Pet Jokes" "Read-Aloud Rhymes for the Very Young"</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Language <i>Conventions of Standard English-</i> Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing and speaking? Enduring Understanding: Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.</p> <p>Knowledge of Language- Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing and speaking? Enduring Understanding: Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	<p>2.L.1-2</p> <p>2.L.3</p>	<p>1. Observation 2. Group interaction 3. Student -led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery.</p> <p>1. Observation 2. Group interaction 3. Student -led discussions 4. Center work 5. Peer editing 6. Teacher made tests 7. Self correcting 8. Student led discovery.</p>	<p>Use conventions to convey meaning in written language. Use language correctly to effectively communicate in our world. Understand that literature includes rhyme, rhythm, and meaning</p>	<p>Whole Group: 1. Present mini lessons 2. Guided practice 3. Peer practice 4. Using writing samples on the overhead or white board, work together to find errors in conventions. 5. Pocket charts 6. Daily oral language competitions</p> <p>Small Group: 1. Earn points for your group while correcting daily oral language on a huge white board. 2. Use magnetic punctuation marks to place them on the board while a story is on an overhead.</p>	<p>Games Galore: Language Arts by The Mailbox Grades 1-3 Listening Skills (MCMXCIII) Instructional Fair, Inc.) Reading Fluency for Every Child Grade 2 (Instructional Fair) Daily Sentence Editing for all Interactive Whiteboards (Teacher Created Resources) A-Z Writing Drop in the Bucket Frog Systems Games Punctuation Celebration Madlibs</p>
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
	<p>Vocabulary Acquisition and Use- Essential Question: How do we learn to use the conventions of standard English and knowledge of vocabulary to convey meaning in writing, reading, listening, and speaking? Enduring Understanding: Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting as well as the workplace requires effective communication.</p>	<p>2.L.5-6</p>	<p>1. Weekly quizzes on that week's list words. 2. Synonyms, antonyms, word association, inflectional endings, analogies, classifying, etc.</p>	<p>Increase vocabulary repertoire by regular interaction with new words and regular review.</p>	<p>Whole Group: 1. Pretests 2. Flip books 3. Mini lessons(Matching meaning and vocabulary words in an oral game format.) 4. Whip Games(Matching meaning and vocabulary words in an oral game format.)</p> <p>Small Group: 1. Practice matching synonyms using phonics cards in pocket charts. 2. Use word games of antonyms, rhymes, etc. 3. Play Scrabble.</p> <p>Individual Word: 1. Define/Draw/Sentence 2. Word Wall Words (Illustrations)</p>	<p>Sadlier Vocabulary Workshop Level Purple Online components at Vocabularyworkshop.com/purple (Including interactive games, interactive word maps, quizzes, and worksheets, visuals of unit words, and audio glossary) Scrabble, various word matching games called DIDAX Hands on Phonics called Basic Skill Puzzles, Spellingcity.com, ABCy.com, Enchantedlearning.com (word Wheels) Writing A-Z</p>



Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
First Quarter	<p>Narrative Writers and readers remember ideas that are important.</p> <ul style="list-style-type: none"> How do people determine what is important? Why do we determine importance? What makes information important? There is a structure to story. <ul style="list-style-type: none"> What are the parts of a story? How does a writer create a logical sequence of events? <p>Thoughtful word choice conveys more accurate ideas.</p> <ul style="list-style-type: none"> How does using specific nouns and active verbs add value to writing? <p>Writers use conventions to communicate their ideas more effectively.</p> <ul style="list-style-type: none"> How does verb tense show past, present, and future? Writers follow a process to develop a text. <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? 	<p>W.3.3a,b,c,d; W.3.4; W.3.5; W.3.10; SL.3.1a,b,c,d; SL.3.2; L.3.1a,b,c,d,e,f; L.3.2a,c,d,e,f,g; L.3.3a,b; L.3.6</p>	<ul style="list-style-type: none"> Student-created personal narrative scored by rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) on sentence structure, nouns, and verbs 	<p>Reading</p> <ul style="list-style-type: none"> Review examples of short stories and narratives. Learn story elements, including plot, character, setting, problem, and solution. <p>Writing</p> <ul style="list-style-type: none"> Utilize the writing process. Introduce 6 Traits as a tool for evaluation. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Introduce concepts of public speaking. <p>Language</p> <ul style="list-style-type: none"> Review sentence structure Review nouns Review verbs 	<p>Mini grammar lessons Daily journal writing Collaborative peer-editing groups Daily Oral Language Listening to Teacher Read-aloud Venn Diagrams Four Square Writing Outlining, summarizing, an paraphrasing text Graphics for pre-writing and plot development</p>	
Second Quarter	<p>Expository Writers use language purposefully.</p> <ul style="list-style-type: none"> How does a writer's purpose and audience affect their voice? How do writers choose the words that convey their meaning most efficiently? <p>Writers acquire information through research.</p> <ul style="list-style-type: none"> What resources do writers use to acquire information? How do writers determine which information is relevant to a topic? <p>Writers organize their information in different ways.</p> <ul style="list-style-type: none"> What format is appropriate for a given writing task? How do transition words signal sequence? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? How do writers publish and share their ideas? 	<p>RI.3.1-10; W.3.2a,b,c,d; W.3.4-10; SL.3.1-4; L.3.1a,b,c,d,e,f; L.3.2a,c,d,e,f,g; L.3.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) verbs Islamic Studies Speech assessed with a rubric Informal, observational assessments Oral and written book reports assessed with a rubric 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of various informative texts, including textbooks, magazine articles, trade books, and internet articles. Practice in following written directions. <p>Writing</p> <ul style="list-style-type: none"> Practice in writing instructions and giving directions. Practice note-taking and organizing notes. Introduce outlining and other note-taking strategies. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Review and practice concepts of public speaking and group sharing. <p>Language</p> <ul style="list-style-type: none"> Review sentence structure Review verbs 	<p>Mini grammar lessons Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, an paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based publishing</p>	
Third Quarter	<p>Descriptive Writers enliven text with carefully chosen vocabulary.</p> <ul style="list-style-type: none"> How does text reflect the writer's own personality? Does word choice matter? Strong words paint a picture and appeal to the senses What are sensory words? How do sensory words add to quality of the text? 	<p>W.3.a,b,c,d; W.3.4; W.3.5; W.3.10; SL.3.1a,b,c,d; SL.3.2; L.3.1a,b,c,d,e,f; L.3.2a,c,d,e,f,g; L.3.3a,b; L.3.6</p>	<ul style="list-style-type: none"> Student-created personal narrative scored by rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) on sentence structure, nouns, and verbs 	<p>Reading</p> <ul style="list-style-type: none"> Review examples of short stories and narratives. Learn story elements, including plot, character, setting, problem, and solution. <p>Writing</p> <ul style="list-style-type: none"> Utilize the writing process. Introduce 6 Traits as a tool for evaluation. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Introduce concepts of public speaking. <p>Language</p> <ul style="list-style-type: none"> Review sentence structure Review nouns Review verbs 	<p>Mini grammar lessons Daily journal writing Collaborative peer-editing groups Daily Oral Language Listening to Teacher Read-aloud Venn Diagrams Four Square Writing Outlining, summarizing, an paraphrasing text Graphics for pre-writing and plot development</p>	
Fourth Quarter	<p>Persuasive Persuasive writers encourage others to share a common belief.</p> <ul style="list-style-type: none"> How does a writer persuade a reader? 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of well-written persuasive essays (including magazines, textbooks, trade books, internet sites, advertisements) 	<p>Mini grammar lessons Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud</p>	<p>Houghton Mifflin English, 2006 Houghton Mifflin Reading, Rewards, 2001 Write Source, 2006 various trade books</p>

• What are facts and opinions and how can they be used to persuade others?
• What is voice in terms of writing, and how do writers show personality?
Writers follow a process to develop a text.
• How do writers improve upon their initial draft?
• How do writers publish and share their ideas?

verbs
• Informal, observational assessments
• Oral and written book reports assessed with a rubric

Writing
• Practice in writing to persuade, including guided practice.
• Group writing exercises.
• Fact and opinion statements.

Speaking and Listening
• Practice critical thinking skills in terms of methods of persuasion used in advertising.
Language
• Use of correct grammar
• Identify and use words that signal transitions.

Outlining, summarizing, and paraphrasing text
Graphic organizers
Teacher-student conferences
Internet research and web-based publishing

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
First Quarter	<p>Narrative Writers and readers remember ideas that are important.</p> <ul style="list-style-type: none"> How do people determine what is important? Why do we determine importance? What makes information important? There is a structure to story. <ul style="list-style-type: none"> What are the parts of a story? How does a writer create a logical sequence of events? <p>Thoughtful word choice conveys more accurate ideas.</p> <ul style="list-style-type: none"> How does using specific nouns and active verbs add value to writing? <p>Writers use conventions to communicate their ideas more effectively.</p> <ul style="list-style-type: none"> How does verb tense show past, present, and future? How are paragraphs constructed and organized? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in 	<p>W.4.a,b,c,d; W.4.4; W.4.5; W.4.10; SL.4.1a,b,c,d; SL.4.2; L.4.1a,b,c,d,e,f; L.4.2a,c,d,e,f,g; L.4.3a,b; L.4.6</p>	<ul style="list-style-type: none"> Student-created personal narrative scored by rubric School-wide writing prompt Summative assessments (including tests and quizzes) on sentence structure (subject/predicate), nouns, and verbs 	<p>Reading</p> <ul style="list-style-type: none"> Review grade level examples of short stories and narratives. Review story elements, including plot, character, setting, problem, and solution. <p>Writing</p> <ul style="list-style-type: none"> Utilize the writing process. Use 6+1 Traits as a tool for evaluation. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Refine concepts of public speaking. <p>Language</p> <ul style="list-style-type: none"> Review sentence and paragraph structure Introduce grade-level terminology for types of sentences Introduce subject/predicate Review nouns Review verbs 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Listening to Teacher Read-aloud Venn Diagrams <p>Outlining, summarizing, and paraphrasing text</p> <ul style="list-style-type: none"> Graphic organizers for pre-writing and plot development Group sharing 	
Second Quarter	<p>Expository Writers use language purposefully.</p> <ul style="list-style-type: none"> How does a writer's purpose and audience affect their voice? How do writers choose the words that convey their meaning most efficiently? <p>Writers acquire information through research.</p> <ul style="list-style-type: none"> What resources do writers use to acquire information? How do writers determine which information is relevant to a topic? How do writers gather and record information? <p>Writers organize their information in different ways.</p> <ul style="list-style-type: none"> What format is appropriate for a given writing task? How do transition words signal sequence? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? How do writers publish and share their ideas? 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric School-wide writing prompt Summative assessments (including tests and quizzes) verbs Islamic Studies Speech assessed with a rubric Informal, observational assessments Oral and written book reports assessed with a rubric Research, keep notes, and write a report for Science Fair Project 	<p>Reading</p> <ul style="list-style-type: none"> Evaluate grade-level examples of various informative texts, including textbooks, magazine articles, trade books, and internet articles. Practice in following written directions. <p>Writing</p> <ul style="list-style-type: none"> Practice in writing instructions and giving directions. Practice note-taking and organizing notes. Introduce outlining and other note-taking strategies. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Continue using concepts of public speaking and group sharing. <p>Language</p> <ul style="list-style-type: none"> Review elements of grammar in writing 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based publishing Oral reports and presentations 	
Third Quarter	<p>Descriptive Writers give their audiences a clear and vivid picture through the use of sensory details.</p> <ul style="list-style-type: none"> How do sensory details contribute to an effective description? <p>Thoughtful word choice conveys accurate description.</p> <ul style="list-style-type: none"> What words convey meaning most efficiently? How does using specific nouns and active verbs add value to writing? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? How do writers publish and share their ideas? 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric School-wide writing prompt Summative assessments (including tests and quizzes) verbs Informal, observational assessments Oral and written book reports assessed with a rubric 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of various descriptive texts, including basal readers, magazines, journals, internet articles, and teacher-created models. <p>Writing</p> <ul style="list-style-type: none"> Practice in writing descriptive paragraphs. Use of a sensory chart for details. Use of descriptive writing rubric. Practice in using a thesaurus. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Review and practice concepts of public speaking and group sharing. <p>Language</p> <ul style="list-style-type: none"> Use of correct grammar Review specific nouns, active verbs, and descriptive adjectives. 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based publishing 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Journeys, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>
Fourth Quarter	<p>Persuasive Persuasive writers encourage audiences to adopt a common belief.</p> <ul style="list-style-type: none"> What constitutes persuasive language? <p>Persuasive writers establish and defend a strong position.</p> <ul style="list-style-type: none"> How is a convincing 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric School-wide writing prompt Summative assessments (including tests and quizzes) verbs Informal, 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of well-written persuasive essays (including magazines, textbooks, trade books, internet sites, advertising) <p>Writing</p>	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Journeys, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>

	<p>opinion constructed? • How can facts, opinions, statistics, and other evidence be used to support a claim?</p> <ul style="list-style-type: none"> • What is voice in terms of writing, and how do writers show personality? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> • How do writers improve upon their initial draft? • How do writers publish and share their ideas? 		<p>observational assessments</p> <ul style="list-style-type: none"> • Oral and written book reports assessed with a rubric 	<ul style="list-style-type: none"> • Practice in writing to persuade, including guided practice. • Group writing exercises. <ul style="list-style-type: none"> • Fact and opinion statements. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Practice critical thinking skills in terms of methods of persuasion used in advertising. <p>Language</p> <ul style="list-style-type: none"> • Use of correct grammar • Review sentence structure and transitions. 	<p>Graphic organizers</p> <p>Teacher-student conferences</p> <p>Internet research and web-based publishing</p>	
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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
First Quarter	<p>Narrative Writers and readers remember ideas that are important.</p> <ul style="list-style-type: none"> How do people determine what is important? Why do we determine importance? What makes information important? <ul style="list-style-type: none"> There is a structure to story. What are the parts of a story? How does a writer create a logical sequence of events? <p>Writers use conventions to communicate their ideas more effectively.</p> <ul style="list-style-type: none"> How does verb tense show past, present, and future? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? 	<p>W.5.a,b,c,d; W.5.4; W.5.5; W.5.10; SL.5.1a,b,c,d; SL.5.2; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a,b; L.5.6</p>	<ul style="list-style-type: none"> Student-created personal narrative scored by rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) on sentence structure, nouns, and verbs 	<p>Reading</p> <ul style="list-style-type: none"> Review examples of short stories and narratives. Review story elements, including plot, character, setting, theme, problem, and solution. <p>Writing</p> <ul style="list-style-type: none"> Utilize the writing process. Review 6 Traits as a tool for evaluation. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Utilize concepts of public speaking for group sharing. <p>Language</p> <ul style="list-style-type: none"> Review sentence structure Review nouns Review verbs 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Journaling Collaborative peer-editing and revision groups Daily Oral Language Interactive read-aloud <p>Outlining, summarizing, and paraphrasing text</p> <ul style="list-style-type: none"> Graphic organizers Group sharing 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Expeditions, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>
Second Quarter	<p>Expository Writers use language purposefully.</p> <ul style="list-style-type: none"> How does a writer's purpose and audience affect their voice? How do writers choose the words that convey their meaning most efficiently? <p>Writers acquire information through research.</p> <ul style="list-style-type: none"> What resources do writers use to acquire information? How do writers determine which information is relevant to a topic? <p>Writers organize their information in different ways.</p> <ul style="list-style-type: none"> What format is appropriate for a given writing task? How do transition words signal sequence? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? How do writers publish and share their ideas? 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) verbs Islamic Studies Speech assessed with a rubric <ul style="list-style-type: none"> Informal, observational assessments Oral and written book reports assessed with a rubric 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of various informative texts, including textbooks, magazine articles, trade books, and internet articles. Practice in following written directions. <p>Writing</p> <ul style="list-style-type: none"> Practice in writing instructions and giving directions. Practice note-taking and organizing notes. Introduce outlining and other note-taking strategies. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Review and practice concepts of public speaking and group sharing. <p>Language</p> <ul style="list-style-type: none"> Review sentence structure Review verbs 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based publishing 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Expeditions, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>
Third Quarter	<p>Descriptive Writers give their audiences a clear and vivid picture through the use of sensory details.</p> <ul style="list-style-type: none"> How do sensory details contribute to an effective description? Thoughtful word choice conveys accurate description. What words convey meaning most efficiently? How does using specific nouns and active verbs add value to writing? <p>Writers follow a process to develop a text.</p> <ul style="list-style-type: none"> What steps do writers use in developing a piece? How do writers improve upon their initial draft? How do writers publish and share their ideas? 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) verbs Informal, observational assessments Oral and written book reports assessed with a rubric 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of various descriptive texts, including basal readers, magazines, journals, internet articles, and teacher-created models. <p>Writing</p> <ul style="list-style-type: none"> Practice in writing descriptive paragraphs. Use of a sensory chart for details. Use of descriptive writing rubric. Practice in using a thesaurus. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Review and practice concepts of public speaking and group sharing. <p>Language</p> <ul style="list-style-type: none"> Use of correct grammar Review specific nouns, active verbs, and descriptive adjectives. 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based publishing 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Expeditions, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>
Fourth Quarter	<p>Persuasive Persuasive writers encourage audiences to adopt a common belief.</p> <ul style="list-style-type: none"> What constitutes persuasive language? Persuasive writers establish and defend a strong position. How is a convincing essay constructed? How can facts, opinions, statistics, and other evidence be used to support a claim? What is voice in terms of writing, and how do 	<p>RI.5.1-10; W.5.2a,b,c,d; W.5.4-10; SL.1.1-4; L.5.1a,b,c,d,e,f; L.5.2a,c,d,e,f,g; L.5.3a</p>	<ul style="list-style-type: none"> Student-created research project/report assessed with a rubric <ul style="list-style-type: none"> School-wide writing prompt Summative assessments (including tests and quizzes) verbs Informal, observational assessments Oral and written book reports assessed with a rubric 	<p>Reading</p> <ul style="list-style-type: none"> Reviewing examples of well-written persuasive essays (including magazines, textbooks, trade books, internet sites, advertising) <p>Writing</p> <ul style="list-style-type: none"> Practice in writing to persuade, including guided practice. Group writing exercises. 	<p>Mini grammar lessons</p> <ul style="list-style-type: none"> Daily journal writing Collaborative peer-editing groups Daily Oral Language Interactive Read-aloud Outlining, summarizing, and paraphrasing text Graphic organizers Teacher-student conferences Internet research and web-based 	<p>Houghton Mifflin English, 2006</p> <p>Houghton Mifflin Reading, Expeditions, 2001</p> <p>Write Source, 2006</p> <p>various trade books</p>

	<p>writers show personality? Writers follow a process to develop a text.</p> <ul style="list-style-type: none">• How do writers improve upon their initial draft?• How do writers publish and share their ideas?			<ul style="list-style-type: none">• Fact and opinion statements. <p>Speaking and Listening</p> <ul style="list-style-type: none">• Practice critical thinking skills in terms of methods of persuasion used in advertising. <p>Language</p> <ul style="list-style-type: none">• Use of correct grammar• Review sentence structure and transitions.	publishing	
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Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
<p>First Quarter: (7 Weeks)</p> <p>Spelling: Unit 1 -7 (1 unit per week)</p> <p>Grammar: Chapter 1: Parts of a Sentence. (Subjects/Predicates)</p> <p>Chapter 2: Nouns Writing: 1) Intro to the 6 Traits of Writing 2) Intro to the Writing Process 3)</p> <p>Narrative Essays Speech: ALL YEAR</p>	<p>Essential Questions (Spelling): 1. What is the difference between an open syllable and a closed syllable? 2. How does learning the sound of letters aid in learning to spell better? Enduring Understandings (Spelling): 1. Properly pronouncing words aids in correctly spelling words. 2. Analyzing the words by using their letters to understand them increases spelling ability. Essential Questions (Grammar/Sent. Parts): 1. How does arranging words affect a reader's understanding? 2. What are the different ways sentences can be created? Enduring Understandings: 1. Sentences vary in size and structure. There are different ways to say the same thing. 2.</p>	<p>W6.3 W6.4 L6.1 L6.2 L6.3. L6.4 L6.5 L6. 6 SL6.1</p>	<p>Spelling Quizzes End of Unit Tests</p> <p>Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Short A/Long A. Short E, Long E. Short I, Long I. Short O, Long O. Short U, Long U. Vowels /of/. Grammar: Learn and review the importance of these parts of grammar: Complete subjects and predicates. Simple Subjects. Simple Predicates. Verb Phrases. Compound Sentence Parts. Kinds of Sentences. Fragments and Run-Ons. Singular, Plural, Possessive nouns. Nouns and their job. Capitalization of proper words. Periods, commas, semi-colons, colons, apostrophes. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience. Speech: Writing a speech. Speech writing vs. Essay writing. Public Speaking Skills.</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being handed in. Application of the 6 + 1 Traits to each piece of writing. Checking for the traits in their writing using rubrics. Speech:</p>	<p>McDougal Little, Language Network (2001) Text Book/CD</p> <p>McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD presentations</p>
<p>Second Quarter: (8 Weeks) Spelling: Unit 8 - 16 (1 unit per week)</p> <p>Grammar: Chapter 3: Pronouns Chapter 4: Verbs Writing: Expository Essay writing Continued work on The Writing Process/6 Traits of Writing Speech: All year</p>	<p>Essential Questions Spelling: 1. What are controlled vowels? 2. How can you tell the difference between consonant sounds that sound the same but are spelled differently? 3. How do you know when to add the correct suffixes? Enduring Understandings Spelling: Learning to spell consistently throughout the future. Essential Questions (Grammar/Pronouns): 1. What is a pronoun and why do we use them? 2. What are the types of pronouns and how do they help in writing? Enduring Understandings: 1. Pronouns are helpful in replacing nouns so that a writer doesn't constantly repeat the same words in his/her writing. 2. Pronouns have different uses and using them in the</p>	<p>W6.2 W6.4 W6.5 W6.6 L6.1 L6.2 L6.3. L6.4 L6.5 L.6 6 SL6.1</p>	<p>Spelling Quizzes End of Unit Tests</p> <p>Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: IE/EI, R-controlled Vowels. /e/ in final syllables. /f/, /ph./. Consonant sounds /z/ /zh/. Suffixes -end, -ing. Silent consonants. Grammar: Learn and review the importance of these parts of grammar Subject, Object, and Possessive Pronouns. Action verbs, linking verbs, predicate words, principal parts of verbs. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience Speech: Public speaking skills, group work, group presentations using multimedia, individual presentations using media.</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being handed in. Application of the 6 + 1 Traits to each piece of writing. Checking for the traits in their writing using rubrics.</p>	<p>McDougal Little, Language Network (2001) Text Book/CD</p> <p>McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>
<p>Third Quarter (9 Weeks) Spelling: Units 17 - 25 (1 unit per week)</p> <p>Grammar: Chapter 5 (Adjectives and Adverbs) Chapter 6 Prepositions, Conjunctions, Interjections. Writing: Descriptive essay writing,</p>	<p>Essential Questions Spelling: 1. How do you know when to add the correct suffixes? 2. How do you know when to add the correct prefixes? 3. What are compound words? 4. What are double consonants? Enduring understandings: Learning the meanings of different suffixes and prefixes and why they are important to spelling and words. The importance of compound words. Essential Questions: (Grammar): 1) What is the difference between an adjective and an adverb? 2) How do they help vary your sentences and writing? 3) How are prepositions and conjunctions used to help vary your sentence structure? Enduring Understandings: Learn to</p>	<p>W6.4 W6.5 W6.6 L6.1 L6.2 L6.3. L6.4 L6.5 L6. 6 SL6.1</p>	<p>Spelling Quizzes End of Unit Tests</p> <p>Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: double consonants. Suffixes -able, -ible. Prefixes ire-, anti-, ill-, non-, miss-. Suffixes -age, -ment. Compound words. Suffixes -ate, -ary Grammar: Learn and review the importance of these parts of grammar Predicate adjectives. Adjectives. Prepositional Phrases. Interjections. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience Speech:</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Descriptive Candy writing activity. Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being handed in. Application of the 6 + 1 Traits to each piece of writing. Checking for the traits in their writing using</p>	<p>McDougal Little, Language Network (2001) Text Book/CD</p> <p>McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>

Fourth Quarter: (9 Weeks)

Spelling: Units 26 - 36. (1 unit per week).

Grammar: Chapter 7 Subject-Verb Agreement

Writing: Persuasive Essay Writing

Essential Questions:

Spelling: 1. What is the importance of these prefixes and what do they mean? 2. What is the importance of these suffixes and what do they mean? 3. How does knowing the root of a word aid you in spelling? **Enduring**

Understandings: Learning the meanings of different suffixes and prefixes and why they are important to spelling and words. Roots of words are important in order to aid in spelling.

Essential Questions

(Grammar): 1) Why is it important for subjects to agree with the verb? 2) How do you know how to connect the subject to the correct verb? **Enduring**

Understandings: 1) Subjects and verbs need to correspond in order to

W6.4 W6.5 W6.6
L6.1 L6.2 L6.3. L6.4
L6.5 L6.6 SL6.1

Spelling Quizzes
End of Unit Tests

Essay Writing
Grammar

Book
Worksheets

Spelling Book
Worksheets

Projects
Speaking in front

of the class
Rubric

Work

Spelling: Learn and review the following letters, sounds, and sound patterns: prefixes: under-, sub-, super-, inter-, intra-, mid-. Suffix: -ous. Words writers use. Suffixes: -ion, -tion, -ation. Suffixes: -eer, -ian, -ant, -ent. Suffixes -ance, ence. Homographs. Greek Roots. Abbreviations/Acronyms.

Grammar: Learn and review the importance of these parts of grammar Subject-Verb Agreement in numbers. Compound subjects.

Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience

Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing.

Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays and reading.

Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being handed in. Application of the 6 + 1 Traits to each piece of writing. Checking for the traits in their writing using rubrics.

McDougal Little, Language Network (2001) Text Book/CD
McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
<p>First Quarter (7 weeks): Spelling: Unit 1-7 (1 unit per week) Grammar: Chapter 1 : The Sentence and its parts Chapter 8: Sentence Structure Chapter 9: Subject-Verb Agreement, Chapter 11:Punctuation Writing: Narrative Essays Speech: all year</p>	<p>Essential Questions: Spelling: 1. What are short and long vowels and how do they help you in spelling? 2. What is the importance of compound words? 3. What are double consonants and how are they used in spelling? 4. What are affixes? Enduring understandings: It is important to understand the different types of words used in our world. Understanding short and long vowels will aid in spelling. Understanding affixes will aid in spelling. Grammar (Essential Questions): 1) Why is it important to identify and use complete subjects and predicates? 2) Why is it important to identify and use simple subjects and predicates? 3) How do you recognize and use verb phrases? 4) What is the difference between a compound subject and compound verb vs. simple</p>	<p>W7.1 W7.3 W7.4 W7.5 L7. 1 L7.2 L7.3 L7.4 L7.5 SL7.1 SL 7.4</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Media Words. Short Vowels. Long Vowels. Compound Words. Double consonants. Affixes Grammar: Learn and review the importance of these parts of grammar: Complete subjects and predicates. Simple subjects and predicates. Kinds of Sentences. Verb Phrases. Clauses. Simple/Compound sentences. Complex sentences. Dependent clauses. Subject-Verb Agreement in number. Compound subject. Commas in sentences. Punctuating quotes. Apostrophes. Semi-Colon/Colon. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience Speech: Writing a speech. Speech writing vs. Essay writing. Public Speaking Skills</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>

<p>Second Quarter (8 Weeks): Spelling: Unit 8 - 16 (1 unit per week). Grammar: Chapter 4: Verbs, Chapter 6: Prepositions, Conjunctions, Interjections Writing: Expository Essays</p>	<p>Essential Questions: Spelling: 1. What is a suffix? 2. What are the definitions of the suffixes in the unit? 3. Why are the words specified as frequently misspelled words? 4. How do suffixes change stress in a word? Enduring Understandings: Suffixes and their definitions are important to spelling. Understanding the meaning of suffixes will aid in spelling. Knowing why words are constantly misspelled will help in understanding spelling better and increase spelling ability. Essential Questions (Grammar): 1) Why is it important to understand and correctly use action, linking, and helping verbs? How do you correctly use action verbs with direct and indirect objects? 3) How do you identify prepositions and conjunctions and what are they used for? 4) How do you correctly use</p>	<p>W7.1 W7.2 W7.4 W7.5 L7.1 L7.2 L7.3 L7.4 L7.5 SL7.1 SL 7.4</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Adding suffixes to words ending in silent E. Suffixes -ion, -action. Words with more letters than sounds. Suffix -ly. Suffixes -able, -ible. Frequently misspelled words. Adding suffixes that change stress. Grammar: Learn and review the importance of these parts of grammar Linking verbs and predicate words. Principal parts of verbs. Simple and perfect tenses. Using verb tenses. Prepositions, conjunctions, interjections. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>
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<p>Third Quarter (9 Weeks) Spelling: Unit 17 - 25 (1 unit per week) Grammar: Chapter 2/3 Nouns/Pronouns Chapter 5: Adjectives and Adverbs Writing: Descriptive Essays</p>	<p>Essential Questions: Spelling: 1. How do you know when word roots are from the Spanish language? 2. What is an assimilated prefix? 3. How do you know when word roots are from Latin? 4. Why is it important to understand what the prefixes are and what they mean? Enduring Understandings: Prefixes and their definitions are important to spelling. Understanding the meaning of prefixes will aid in spelling. Knowing the roots of words and how they are spelled will aid in spelling. Essential Questions Grammar: 1) What is the main job of a noun in a sentence? 2) How does the role of a noun change? 3) What is the difference between subject, object, and possessive pronouns? 4) How do you ensure you have the correct pronoun agreement? 5) What</p>	<p>W7.1 W7.4 W7.5 L7.1 L7.2 L7.3 L7.4 L7.5 SL7.1 SL7.4</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Words from Spanish. Plural Nouns. Assimilated prefix ad-. Words from names and places. Frequently misspelled words. Latin roots. Prefixes: uni-, mono-, duo-, bi-. Grammar: Learn and review the importance of these parts of grammar: Possessive Nouns. Nouns and their jobs. Subject, Object, Possessive Pronouns. Pronoun agreement. Interrogatives and Demonstratives. Predicate adjectives. Adverbs. Adverbs vs. Adjectives Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Descriptive Candy writing activity. Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>
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<p>Fourth Quarter (9 weeks)</p> <p>Spelling: Unit 26 - 35 (1 unit per week)</p> <p>Grammar: Chapter 7: Verbals and Verbal Phrases</p> <p>Writing: Persuasive Essays</p>	<p>Essential Questions: Spelling: 1. How do you know when word roots are from the Greek language? 2. How do you know when word roots are from the French language? 3. Why is it important to understand what the suffixes are and what they mean? 4. How do you know when to add -LY to words ending in IC? 5. How do you know when word roots are from the Latin language?</p> <p>Enduring understandings: Understanding the spelling and word origins will aid in spelling. Understanding the meaning of suffixes will aid in spelling.</p> <p>Essential Questions: Grammar: 1) What are gerunds and how do you identify and use them in writing? 2) What are participles and how do you use them in writing? Enduring Understandings: 1) Using gerunds is important to writing to vary sentence fluency and</p>	<p>W7.1 W7.4 W7.5 L7.1 L7.2 L7.3 L7.4 L7.5 SL7.1 SL7.4</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Greek Forms. Commonly confused words. French Words. Latin Forms. Adding -ly to words ending in IC. Endings in -tial, -cial, -cious, -tious. Latin Roots. Assimilated prefix.</p> <p>Grammar: Learn and review the importance of these parts of grammar: Gerunds. Participles. Infinitives. Verbal Phrases. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing.</p> <p>Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
<p>First Quarter: (7 Weeks) Spelling: Unit 1 (Closed and Open Syllables), Unit 2 (Open Syllables), Unit 3 (ie, ei), Unit 4, (Compound Sounds), Unit 5 (Fine Arts Words), Unit 6 (Assessment and Review), Unit 7 (Double Consonants) Grammar: Chapter 1: The Sentence and Its Parts Chapter 8: Sentence Structure, Chapter 9: Subject-Verb Agreement Writing: Narrative Essays, Research Paper</p>	<p>Essential Questions: Spelling: 1. What are closed/open syllables? 2. How do you know when to use EI vs. IE? 3. What are compound sounds? 4. What are double consonants and how are they used in spelling? 5. Why are words specified for a particular aspect in our culture? Enduring Understandings: It is important to understand what syllables are and how they are used in spelling. Learning what the different letters do will aid in spelling. Essential Questions (Grammar): 1) What are verb phrases? 2) How do you identify subjects and predicates in sentences? 3) Why is sentence structure important to sentence fluency. 4) What is the importance of subject-verb agreement in sentences and how does it affect sentences</p>	<p>W.1 W.3 W. 4 W.5 W.6 W.7 W. 8 W.9 W.10 L. 1 L.2 L.3 L.4 L. 6 SL8. 4 SL 8.5 SL 8.6</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Closed/Open Syllables. IE/EI. Compound sounds. Fine arts words. Double consonants. Grammar: Learn and review the importance of these parts of grammar: Complete subjects and predicates, simple subjects, simple predicates, verb phrases, compound sentence parts. Clauses, simple and compound sentences, complex sentences, kinds of dependent clauses, compound-complex sentences. Subject verb agreement in number, compound subjects. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience, how to research and selecting a topic. Speech: Writing a speech. Speech</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>
<p>Second Quarter: (8 Weeks) Spelling: Unit 8 - 16. (1 unit per week) Grammar: Chapter 7: Verbals and Verbal Phrases, Chapter 6: Prepositions, Conjunctions, Interjections Chapter 11: Punctuation Writing: Expository Essays, Research Paper</p>	<p>Essential Questions: Spelling: 1. What are prefixes and what do they mean? 2. What are the meanings of the prefixes in the unit? 3. What are suffixes and what do they mean? 4. What are the meanings of the suffixes in the unit? 5. What are Latin roots and how do you identify a word with a Latin root? 6. What are Greek roots and how do you identify a word with a Greek root? Enduring Understandings: Prefixes and their definitions are important to spelling. Understanding the meaning of prefixes will aid in spelling. Knowing the roots of words and how they are spelled will aid in spelling. Understanding the spelling and word origins will aid in spelling. Understanding the meaning of suffixes will aid in spelling. Essential Questions (Grammar): 1) How do you identify words from other languages? 2. How do you identify words from Latin roots and what do the roots mean? 3. What are suffixes and what do the suffixes in the unit mean? 4. Why are the words commonly confused and how can you avoid spelling them incorrectly? Enduring Understandings: Understanding where words come from will aid in spelling. When understanding is reached, students will be able to increase their spelling capability. Understanding what suffixes mean will aid in spelling. Knowing why different words are constantly confused will help students to remember to spell better. Essential Questions (Grammar): 1) Why are pronouns important to</p>	<p>W8.2 W8.4 W8.5 W8.6 W8.7 W8.8 W8. 9 W8.10 L8.1 L8.2 L8.3 L8.4 L8.6 SL8. 4 SL 8.5 SL 8.6</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: prefixes trans-, per-, circum-. Irregular plurals. Suffix -ity. Suffixes -ary, -ory. Adding suffixes by doubling final consonants. Latin Forms -ben(e), mal, (equ)i). Greek Forms arch, crat, demos, polis. Suffixes -ant, -ance, -ent, -ence. Grammar: Learn and review the importance of these parts of grammar: Gerunds and gerund phrases, participles and participial phrases, infinitives and infinitive phrases. Prepositional phrases. Comma usage. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience. Learn to evaluate and cite resources using different texts. Speech:</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board Presentations</p>
<p>Third Quarter (9 Weeks) Spelling: Unit 17 - 25 (1 unit per week) Grammar: Chapter 3 Pronouns Writing: Descriptive essay writing, Research Paper</p>	<p>Essential Questions (Spelling): 1. How do you identify words from other languages? 2. How do you identify words from Latin roots and what do the roots mean? 3. What are suffixes and what do the suffixes in the unit mean? 4. Why are the words commonly confused and how can you avoid spelling them incorrectly? Enduring Understandings: Understanding where words come from will aid in spelling. When understanding is reached, students will be able to increase their spelling capability. Understanding what suffixes mean will aid in spelling. Knowing why different words are constantly confused will help students to remember to spell better. Essential Questions (Grammar): 1) Why are pronouns important to</p>	<p>W8.4 W8.5 W8.6 W8.7 W8.8 W8. 9 W8. 10 L8.1 L8.2 L8.3 L8.4 L8. 6 SL8. 4 SL 8.5 SL 8.6</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Words from other languages. Latin roots URB, PUBLIC, REG, CIV, DOC, DOM. Latin roots, CED, SEDE, PEND, POS. Latin roots vox/vok, duc/duct, loc. Latin roots act, port, dict, ject. Suffixes -able, -ible. Commonly confused words. Grammar: Learn and review the importance of these parts of grammar: compound nouns, nouns as subjects and complements, nouns in phrases, reflexive and intensive pronouns, interrogatives and demonstratives, pronoun-antecedent agreement. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience Speech:</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>

<p>Fourth Quarter: (9 Weeks) Unit 26 - 36. (1 unit per week). Grammar: Chapter 4 Verbs Chapter 5 Adjectives/Adverbs Writing: Persuasive Essay Writing, Research Paper Speech: Turning an essay into a speech.</p>	<p>Essential Questions: 1. How is it possible that words have more letters than sounds and why is it important to know this? 2. How do you identify words from Latin roots? 3. What are the meanings of those roots? 4. What are the frequently misspelled words in the unit and why are they misspelled? 5. Why is it important to know the Latin prefixes and their meanings? 6. Why are words specified for a particular aspect in our culture? Enduring Understandings: Understanding how sounds and letters work together will increase spelling capability. Identifying words and meanings from Latin roots will increase spelling capability. Understanding why words are frequently misspelled will aid a student in preventing the misspelling of words.</p>	<p>W8.4 W8.5 W8.6 W8.7 W8.8 W8.9 W8.10 L8.1 L8.2 L8.3 L8.4 L8.6 SL8.4 SL8.5 SL8.6</p>	<p>Spelling Quizzes End of Unit Tests Essay Writing Grammar Book Worksheets Spelling Book Worksheets Projects Speaking in front of the class Rubric Work</p>	<p>Spelling: Learn and review the following letters, sounds, and sound patterns: Words with more letters than sounds. Latin roots scribe/script, serve, lat. Words from names and places. Synonyms. Latin roots spir, viv/vit, vid, vis. Frequently misspelled words. Latin Prefixes ob-, sub-, sur-, in-. Endings -ize, -ise. Words from commerce. Grammar: Learn and review the importance of these parts of grammar: Simple Tenses, Perfect Tenses, Using Verb Tenses. Writing: 6+1 Traits, Writing Process, Development of topics, using transitions, focus on purpose and audience Speech: Turning a speech into an essay, students will prepare a speech, extracting important information from their essays to practice public speaking skills and speech writing.</p>	<p>Spelling: Spelling work consistent every class period for each unit. Students will work out of their work book and complete assigned page every day. Students will apply spelling words to different areas such as thinking, reading, and writing. Grammar: Consistent learning throughout the quarter. Students will use textbooks in order to understand the material and view examples of particular part of grammar. Students will consistently use their grammar through completion of worksheets in their workbook, as well as consistent use when writing essays. Writing: Writing Workshops. Application of the Writing Process to every piece of writing. Writing goes through all 5 stages before being</p>	<p>McDougal Little, Language Network (2001) Text Book/CD McDougal Little Grammar, Usage, and Mechanics Workbook Zaner-Bloser Spelling Connections (2007), Workbook/CD SMART board presentations</p>
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