



First Nine Weeks

Second Nine Weeks

Third Nine Weeks

Fourth Nine Weeks

Adjust length of units as needed			
<p><u>Habits of Good Readers, Writers, and Listeners:</u> <u>Narrative Texts</u> (9 weeks)</p> <p>Elements of narrative writing</p> <ul style="list-style-type: none"> Plot Characterization Conflict Setting Mood Tone Audience Voice Point of view <p>Genre</p> <ul style="list-style-type: none"> Short stories Novels Plays Folk literature Narrative poetry <p>Vocabulary</p> <ul style="list-style-type: none"> Figurative terminology Puns Jokes Palindromes Affixes Word origins Context clues <p>Fluency</p> <ul style="list-style-type: none"> Reads with expression <p>Writing</p> <ul style="list-style-type: none"> Uses organizational structure 	<p><u>Informational Texts</u> (6 weeks)</p> <p><u>Persuasive Texts</u> (3 weeks)</p> <p>Elements of Informational and Expository Writing/Persuasive Writing</p> <ul style="list-style-type: none"> Analyzes informational text structures Reads and produces a series of informational writings Offers suggestions for investigative research Begins the process of research Participates in informal and formal presentations both electronic and oral Uses scoring/evaluation rubrics for presentations Explores and analyzes examples of effective persuasive writing Argumentation/persuasion States and supports a personal position <p>Comprehension</p> <ul style="list-style-type: none"> Locates facts Identifies and uses knowledge of textual features (paragraphs, topic sentences, concluding sentences, glossary) Identifies common graphic features (charts, maps, diagrams, illustrations) Uses organizational structures (chronological order, cause and effect) Distinguishes cause from effect in context Summarizes main ideas and supporting details Makes perceptive and well-developed 	<p><u>Standards Review</u> (5 weeks)</p> <ul style="list-style-type: none"> Produces an informational, narrative and/or argumentation-persuasion piece of writing Revisits key elements of literature explored up to this point <p><u>Response to Literature</u> (4 weeks)</p> <ul style="list-style-type: none"> Relates theme in works to personal experience Identifies and analyzes plot, character, setting Identifies themes in folktales, tall tales, and fables Identifies rhyme and rhythm, repetition, similes and sensory images Locates facts Uses textual features and graphic features <p>Writing</p> <ul style="list-style-type: none"> Engages the reader Advances a judgment that is interpretive, evaluative or reflective Supports judgments 	<p><u>Poetry/Drama</u> (5 weeks)</p> <ul style="list-style-type: none"> Relates theme to personal experience Identifies plot, character, setting Identifies speaker of poem or story Identifies sensory details and figurative language Identifies foreshadowing clues Makes judgments and inferences Identifies rhyme/rhythm, repetition, similes, and sensory images <p><u>Research Putting it all Together</u> (4 weeks)</p> <ul style="list-style-type: none"> Presents culminating project

Teaching, Learning, Caring

Each unit integrates reading, writing, and listening/speaking/viewing standards.

Genres may be revisited multiple times each year.



First Nine Weeks

Second Nine Weeks

Third Nine Weeks

Fourth Nine Weeks

<ul style="list-style-type: none"> Engages the reader Uses traditional structures – chronological order, cause/effect, similarity/difference, posing/answering questions Creates a point of view in a narrative Establishes a plot, setting and conflict Creates an organizing structure Includes sensory details and concrete language Excludes extraneous details Develops complex characters Uses dialogue, tension or suspense Provides a sense of closure <p>Conventions</p> <ul style="list-style-type: none"> Uses appropriate conventions and grammar in both written and spoken communication 	<p>connections</p> <ul style="list-style-type: none"> Distinguishes fact from opinion or fiction Critiques debates and other forms of persuasive discourse/mass media Reads non-fiction/informational texts <p>Writing</p> <ul style="list-style-type: none"> Establishes a context Creates a speaker’s voice Frames a central question about an issue Creates an organizing structure appropriate to a specific purpose, audience and context Includes appropriate facts and details Excludes extraneous details and inappropriate info Draws from more than one source of information such as speakers, books, newspapers, and online materials Provides a sense of closure <p>Conventions</p> <ul style="list-style-type: none"> Uses appropriate conventions and grammar in both written and spoken communication Uses oral language for different purposes: to inform, persuade, or entertain 	<p>through references to text</p> <ul style="list-style-type: none"> Demonstrates understanding of the literary work Excludes extraneous details Provides a sense of closure 	
--	---	---	--

Teaching, Learning, Caring
Each unit integrates reading, writing, and listening/speaking/viewing standards.
Genres may be revisited multiple times each year.