

UNIT	APPROX. START	APPROX. END	TEXTS/RESOURCES	TARGETED UNDERSTANDING (PURPOSE)	MASS STATE STANDARD(S)	CONNECTED ASSIGNMENT(S)
<b>GETTING ACQUAINTED</b>	SEPT.	OCT.	<p><b>Short Story Introduction:</b>  <a href="#">“All American Slurp” by Lensey Namioka</a></p> <p><b>Book:</b> <i>Seedfolk</i> by Paul Fleischman</p> <p><b>Banned Book Week</b>                      September 23-29, 2018</p> <p><b>Writing:</b>                      Unit 1: Six Traits IDEAS</p> <ul style="list-style-type: none"> <li>• Strong ideas(capitalizing proper nouns)</li> <li>• Writing a topic sentence and supporting details (possessive nouns)</li> <li>• Developing Setting, Character &amp; Plot Ideas (punctuating dialogue)</li> <li>• Elaborating on Ideas &amp; Details (commas between adjectives)</li> <li>• Maintaining your focus (commas in dates and addresses)</li> </ul> <p><a href="#">Six Traits PDF</a></p>	<p><b>Diversity in literature helps us to understand and appreciate differences in others.</b></p> <ul style="list-style-type: none"> <li>• How are multiple perspectives represented in literature?</li> <li>• How do our personal experiences influence how we interpret diversity in literature?</li> <li>• How can the same concept of diversity be represented differently in various forms of literature?</li> <li>• How/Why does diversity in literature make individuals uncomfortable?</li> </ul> <p><b>Figurative Language (similes, metaphors, personification, hyperbole, alliteration)</b></p> <ul style="list-style-type: none"> <li>• Finding uses of figurative language</li> </ul>	<p>RL 1-10                      W.1.b                      W.1.e                      W.2.a-f                      W.3.a-e                      W.4                      W.5                      W.6                      W.9                      W.10</p>	<p><b>Writing:</b>  <a href="#">Chapter 14</a> and <a href="#">Rubric</a></p> <p>Weekly Six Traits Writing Prompts  <a href="#">Weekly Six Traits Writing Prompts</a></p> <p><b>Additional Activities:</b>                      -Interview Strategies                      -<a href="#">Selfie Project</a>                      -<a href="#">Tic Tac Toe</a>                      -Green Screen Media Project</p> <p><b>Assessments:</b>                      Compare and Contrast <a href="#">Fall Benchmark</a> (<i>Kim from Seedfolk, Girl from AAS</i>)  <a href="#">Scoring Rubric</a></p>

				in texts		
<b>PERSPECTIVES/ SURVIVAL</b>	<b>OCT.</b>	<b>DEC.</b>	<p><b>Short Story Introduction:</b>  <u>Saved By The Boats</u> by Julie Gassman  <u>The Grand Mosque of Paris</u> by Karen Ruelle and Deborah DeSaix  <u>The Butterfly</u> by Patricia Polacco</p> <p><b>Global Read Aloud 2018:</b>  <u>Refugee</u> by Alan Gratz</p> <p><b>Reciprocal Teaching Book:</b>  <u>Heroes of the Holocaust</u> by Allan Zullo &amp; Mara Bovsum</p> <p><b>Writing:</b>  Unit 2: Six Traits  <b>ORGANIZATION</b></p> <ul style="list-style-type: none"> <li>Sequencing (verb/tense consistency)</li> <li>Organizing Information Logically (homophones)</li> <li>Organizing information to compare and contrast (noun/pronoun agreement)</li> <li>Organizing to persuade (using good and well)</li> <li>Choosing which way to Organize your writing (commas in a series)</li> </ul>	<p><b>Experiences help form the way we perceive literature</b></p> <ul style="list-style-type: none"> <li>Do authors' experiences influence how they depict various experiences?</li> <li>How are different notions of heroism, survival, and escape depicted in various forms of literature?</li> <li>Why is it important for authors to write about certain experiences? Can you simulate experiences through literature?</li> </ul> <p><b>Plot Sequence</b></p> <ul style="list-style-type: none"> <li>Master the elements of plot sequence</li> <li>Be able to identify and plot the sequence of a story</li> </ul> <p><b>Reciprocal Teaching</b></p> <ul style="list-style-type: none"> <li>Master techniques in clarifying, questioning, summarizing, predicting and</li> </ul>	<b>RI.1</b> <b>RI.3</b> <b>RL.1</b> <b>RL.6</b> <b>RL.7</b> <b>RL.9</b> <b>RL.10</b> <b>W.1</b> <b>W.2</b> <b>W.4</b> <b>W.5</b> <b>W.10</b>	<p><b>Writing:</b> "No matter the time or place, no matter what drove them from their homes, all refugee journeys have one thing in common: HOPE. Hope that they will finally find a new home where they will be safe and can rebuild their lives" -Alan Gratz. What does it mean to be a refugee or a hero?</p> <p><a href="#">Weekly Six Traits Writing Prompts</a></p> <p><b>Additional Activities:</b>  <a href="#">Refugee Multi Media Text Set</a></p>

			<a href="#">Six Traits PDF</a>	vocabulary		
<b>POETRY</b>	<b>JAN.</b>	<b>FEB.</b>	<p><b>Poem Introduction:</b>  <a href="#">Homework! Oh, Homework!</a> by Jack Prelutsky</p> <p><b>Reciprocal Teaching Books:</b>  <a href="#">House Arrest</a> by K.A. Holt  <a href="#">Rhyme Schemer</a> by K. A. Holt  <a href="#">Somewhere Among</a> by Annie Donwerth-Chikamatsu  <a href="#">Macy McMillan and the Rainbow Goddess</a> by Shari Green  <a href="#">Root Beer, Candy and Other Miracles</a> by Shari Green  <a href="#">Finding Miracles</a> by Julia Alvarez</p> <p><b>Writing:</b>  Unit 3: Six Traits WORD CHOICE</p> <ul style="list-style-type: none"> <li>• Writing Precise Descriptions (commas after introductory words and phrases)</li> <li>• Writing about Action (using their, there, they're)</li> <li>• Using Figurative Language (subject/verb agreement)</li> <li>• Choosing the right words for your audience (correcting run-on sentences)</li> <li>• Getting the Reader's</li> </ul>	<p><b>Poets use figurative language and sound devices in unique ways.</b></p> <ul style="list-style-type: none"> <li>• How does it sound to read poetry aloud?</li> <li>• Does the way that you read a poem (cadence, rhythm, etc.) affect the meaning of the poems? Is this different in a novel-in-verse vs. a single poem.</li> <li>• How is figurative language depicted in poetry? How is this different than in prose?</li> <li>• How can you tell a story through features of poetry?</li> </ul>	<p><b>RL.1</b>  <b>RL.2</b>  <b>RL.3</b>  <b>L.1</b>  <b>L.2</b>  <b>L.3</b>  <b>L.4</b>  <b>W.4</b></p>	<p><b>Writing:</b>  Select a poem that is meaningful to you. Describe the meaning of the poem / your interpretation and why this resonates with you?</p> <p>Weekly Six Traits Writing Prompts  <a href="#">Weekly Six Traits Writing Prompts</a></p> <p><b>Additional Activities:</b>  <a href="#">Poetry Exploration</a>  Read a new poem every day  Poetry without paper</p>

			Attention (plural nouns) <a href="#">Six Traits PDF</a>			
MCAS PREP	FEB	MARCH				MCAS/PARCC Open Response

PERSPECTIVES	MARCH	APRIL	<p><b>Short Story Introduction:</b> "Eleven" by <a href="#">Sandra Cisneros</a></p> <p><b>Book:</b> <a href="#">Mr. Terupt Falls Again</a> by Rob Buyea</p> <p><b>Writing:</b> Unit 4: Six Traits VOICE</p> <ul style="list-style-type: none"> <li>Identifying Different Voices (Double Negatives)</li> <li>Using Different Voices for Different Purposes (Commas in a series)</li> <li>Using Voice in Poetry (Homophones)</li> <li>Writing from Different Points of View (Using first, second and third person pronouns)</li> <li>Using Voice in Persuasive Writing (using could have, would have and should have)</li> </ul> <p><a href="#">Six Traits PDF</a></p>	<p><b>Finding and Citing Evidence in texts to support reasoning</b></p> <ul style="list-style-type: none"> <li>How do you find evidence in text?</li> <li>How do you select evidence that supports your claim?</li> <li>Can there be multiple forms of evidence to support a given claim?</li> <li>How do you cite evidence?</li> <li>How do you explain evidence?</li> </ul>	<p>RL 1-10 W.1.b W.1.e W.2.a-f W.3.a-e W.4 W.5 W.6 W.9 W.10</p>	<p><b>Writing:</b> <a href="#">Compare and Contrast Winter Benchmark</a></p> <p>Weekly Six Traits Writing Prompts <a href="#">Weekly Six Traits Writing Prompts</a></p>
NOVEL STUDY: REALISTIC	MAY	JUNE	<p><b>Reciprocal Teaching Multiple Texts</b></p>	<p><b>Understanding the various genres of</b></p>	<p>RL 1-10 W.1.b</p>	<p><a href="#">Compare &amp; Contrast Spring</a></p>

<p><b>FICTION</b></p>			<p><u>Mockingbird</u> by Kathryn Erskine  <u>Out of My Mind</u> Sharon Draper  <u>Absolutely Almost</u> Lisa Graff  <u>The Pants Project</u> Cat Clarke  <u>The Wednesday Wars</u> by Gary D. Schmidt  <u>Counting by 7s</u> by Holly Goldberg Sloan  <u>Curveball: The Year I Lost My Grip</u> by Jordan Sonnenblick  <u>Short</u> by Holly Goldberg Sloan  <u>Rain Reign</u> by Ann M. Martin  <u>Slacker</u> by Gordon Korman  <u>Schooled</u> by Gordan Korman  <u>The View from Saturday</u> by e.l Konigsburg  <u>Fish in a Tree</u> by Lynda Mullaly Hunt  <u>Hello Universe</u> by Erin Entrada Kelly  <u>Hope is a Ferris Wheel</u> by Robin HerreraR</p> <p><b>Writing</b>  Unit 5 Six Traits SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <li>Combining Sentences (Commas in compound sentences)</li> <li>Writing Complex Sentences (Commas in Complex sentences)</li> <li>More ways to Combine Sentences (Compound subject/verb agreement)</li> <li>Varying Sentence beginnings (Comma</li> </ul>	<p><b>literature, and how to apply evidence perspectives, diversity, connections, and plot sequence to different texts.</b></p> <ul style="list-style-type: none"> <li>How is realistic fiction portrayed in text?</li> <li>What is the best way to respond to text?</li> <li>What are the different elements of plot in a given story?</li> <li>What are the connections in a given text?</li> <li>How can we compare and contrast different texts?</li> </ul>	<p>W.1.e  W.2.a-f  W.3.a-e  W.4  W.5  W.6  W.9  W.10</p>	<p><a href="#">Benchmark</a></p> <p><a href="#">Weekly Six Traits Writing Prompts</a></p>
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			Review) <ul style="list-style-type: none"> <li>• Writing a Smooth Paragraph (Correcting Run-on Sentences)</li> </ul> <a href="#">Six Traits PDF</a>			
<b>SUMMER READING</b>	<b>JUNE</b>	<b>AUG</b>	<b>All American Slurp</b>			