CURRICULUM UNIT MAP

Unit: Reading Strategies Use pre-reading strategies to help me begin to understand at text Use during reading strategies to help me Usegin to understand at text Use pre-reading strategies to help me Usegin to understand at text Use during reading strategies to help me Usegin to understand at text Use pre-reading strategies to help me Usegin to understand at text Use during reading strategies to help me Usegin to understand at text Use post reading strategies to temperature and post reading strategies to comprehend, useging a strategies to reflect on many reading and understanding of a text of fiction and nonfiction and nonfiction Unit: C.E.I. Write a claim that restates the question and expresses a clear and accurate idea Write specific evidence using text-based, recompose responses using a strong controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation) Unit: MUG CONTINUOUS—OBJECTIVE Use correct capitalization, punctuation, spelling, and usage CONTINUOUS—OBJECTIVE Use correct capitalization, punctuation, spelling, and usage Unit: Context Clues CONTINUOUS—OBJECTIVE Develop vocabulary using context clues Unit: Literary Techniques CONTINUOUS—OBJECTIVE Identify and explain literary techniques in fiction, nonfiction, and/or poetry Literary Techniques CONTINUOUS—OBJECTIVE Identify and explain literary techniques in fiction, nonfiction, and/or poetry Literary Techniques Explain effectiveness of literary techniques Explain effectiveness of literary techniques Explain effectiveness of literary techniques Explain effectiveness of literary techniques Explain effectiveness of literary techniques Explain effectiveness of literary techniques Literary techniques Formative Assessment of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year. Use during reading strategies to help me continuous reading process. Instruction and assessments will be varied and repeated throughout the year. Stud	Unit Title and Objectives	List CLTs for Each Objective	Brief Description of	End-of-Unit Benchmark or
CONTINUOUS—OBJECTIVE			Formative Assessment(s)	Performance Assessment
Los during reading, and apply pre-reading, during-reading, and post reading strategies to comprehend, interpret, analyze, and evaluate a variety of fiction and nonfiction	Unit: Reading Strategies	Use pre-reading strategies to help me		, ,
Apply pre-reading, during-reading, and post reading strategies to comprehend, interpret, analyze, and evaluate a variety of fiction and nonfiction Unit: C.E.I. CONTINUOUS—OBJECTIVE Compose responses using a strong controlling idea (claim), relevant, specific details and complex ideas (evidence), and freshness of thought (interpretation) Unit: MUG Unit: MUG Unit: MUG Unit: MUG Unit: Context Clues CONTINUOUS—OBJECTIVE CONTINUOUS—OBJECTIVE Unit: Context Clues CONTINUOUS—OBJECTIVE Unit: Context Clues CONTINUOUS—OBJECTIVE Develop vocabulary using context clues Unit: Literary Techniques CONTINUOUS—OBJECTIVE Unit: Herary Techniques CONTINUOUS—OBJECTIVE Develop vocabulary using context clues CONTINUOUS—OBJECTIVE Unit: Literary Techniques CONTINUOUS—OBJECTIVE Develop vocabulary using context clues Ended throughout the year. Prepated through			<u>~ .</u>	· · · · · · · · · · · · · · · · · · ·
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Of fiction and nonfiction Write a claim that restates the question and expresses a clear and accurate idea Students complete various CR questions using the C.E.I. format Performance Assessment CONTINUOUS—OBJECTIVE Compose responses using a strong controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation) Write specific details and examples to PROVE my claim Students will label their C.E.I. responses Students will label their C.E.I. responses Unit: MUG Apply MUG skills to revise a daily language activity Apply MUG skills to revise a daily language activity After practicing five (5) MUG sentences, students will take quiz Performance Assessment (A part of the grade on student's essay will address MUG) Unit: Context Clues Determine the part of speech Students will complete short context clue Students will take quiz CONTINUOUS—OBJECTIVE Develop vocabulary using context clues Determine the part of speech Students will complete short context clue End-of-unit Benchmark (Students will have at least one question on context clues on EVERY end-of-unit benchmark exam) Unit: Literary Techniques Define previously introduced literary techniques in filterary techniques in fliction, nonfiction, and/or poetry Define previously introduced literary techniques in literary techniques in fleetily examples of literary techniques Students create original examples of each literary techniques End-of-unit Benchmark Exam	·	Use post reading strategies to reflect on		
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Identify pre-fixes, suffixes, and root words		familiar		
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CONTINUOUS—OBJECTIVE Identify and explain literary techniques in fiction, nonfiction, and/or poetry Identify examples of literary techniques Explain effectiveness of literary	Unit: Literary Techniques	Define previously introduced literary	Students create original examples of each	End-of-unit Benchmark Exam
Identify and explain literary techniques in fiction, nonfiction, and/or poetry Description personification, onomatopoeia, and simile		techniques (alliteration, hyperbole,	literary techniques	
fiction, nonfiction, and/or poetry simile) Identify examples of literary techniques Explain effectiveness of literary	CONTINUOUS—OBJECTIVE	imagery, irony, jargon, metaphor,		
Identify examples of literary techniques Explain effectiveness of literary		personification, onomatopoeia, and		
Explain effectiveness of literary	fiction, nonfiction, and/or poetry	,		
		Identify examples of literary techniques		
		Explain effectiveness of literary	1	
		techniques		

CURRICULUM UNIT MAP 1ST QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Main Idea WEEKS 1-3 — OBJECTIVE	Define main idea as the author's stated or implied message or what the text is "mostly about"	Students read a nonfiction passage and answer a selected response question to identify the main idea	End-of-Unit Benchmark Exam
Differentiate between main ideas and supporting details to compose effective summaries	Identify the main idea of each paragraph Identify the details that support the main idea Differentiate between the main idea and the supporting details Use the main idea of each paragraph to identify the author's central main idea of the passage Use the individual main ideas to write a paragraph to summarize the passage	Students complete a short quiz to identify the main idea and the supporting details on a nonfiction passage Students compose a summary on the article "Taking a Closer Look at Homework"	
Unit: Tone WEEKS 4-6 —OBJECTIVE Identify and explain tone in poetry and nonfiction texts	Define tone as the author's attitude Use the clues to identify and explain the tone (word choice, punctuation, sentence structure) Identify tone changes within a passage	Students complete a quiz to define tone and list the three clues that are used to identify tone Students read a passage and identify and explain the tone Students complete a CR to identify and explain the tone of a passage	End-of-Unit Benchmark Exam
Unit: Patterns in Reading WEEKS 7-8—OBJECTIVE Identify and analyze patterns in reading comparison/contrast and cause/effect	Recognize significant connections or relationships in texts Recognize significant differences in texts Identify clue words that signal comparison (all, each, both, similar, likewise, same, etc.) Identify clues words that signal contrast (on the other hand, however, different, even though, etc.)	Students read a selection and create a graphic organizer to identify the similarities and differences; students complete the CR question	

CURRICULUM UNIT MAP 1ST QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of	End-of-Unit Benchmark or
		Formative Assessment(s)	Performance Assessment
Unit: Patterns in Reading (CONTINUED)	Analyze similarities and differences to discover and explain meaning		End-of-Unit Benchmark Exam
(**************************************	Recognize a cause is an event or action that directly results in another event or	Students read a selection and complete the graphic organizer to identify three	
WEEK 1—OBJECTIVE Identify and analyze patterns in	Recognize an effect is the direct outcome of an event	effects found in the passage	
reading comparison/contrast and cause/effect	Identify clue words that signal cause (because, since, therefore, if/then, etc.)		
	Identify clue words that signal effect (brought about, led to, as a result, consequently, etc)		
Unit: Compare and Contrast Essay	Recognize significant connections or relationships between two (2) people,	Students complete a graphic organizer to brainstorm ideas for pre-writing	Performance Assessment Compare/Contrast Essay
WEEK 9—OBJECTIVE	places, things, or ideas		
Analyze similarities and differences	Recognize significant differences between two (2) people, places, things, or ideas		
between two subjects and compose a comparison/contrast essay	Use clue words that signal comparison (all, each, both, similar, likewise, same, etc.)		
Apply the writing process to compose	Use clue words that signal contrast (on the other hand, however, different, even tough, etc.)	Students conference with teacher	
a variety of texts	Follow the writing process to compose a comparison/contrast essay: pre-write, draft, peer respond, revise/edit, publish	throughout the writing process	
	Use effective transitions between paragraphs and between ideas within		
	paragraphs to guide the reader through my comparison/contrast essay		
	Analyze similarities and differences to discover and explain meaning in my comparison/contrast essay		

CURRICULUM UNIT MAP 2nd QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: PLOT, CONFLICT, & SETTING WEEKS 1-5—OBJECTIVE Analyze plot in fiction	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution	After reading three short stories, students complete a quiz to identify the elements of plot	Performance Assessment
7 Andry 20 proc in rection	Explain how the climax resolves (or does not resolve) the conflict	After reading two more short stories, students complete a plot diagram	
	Recognize that a flashback is an event that happened before the beginning of the text Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions	After reading the final short story, students identify the elements of plot on a plot diagram and complete the CR question	
Unit: PLOT, CONFLICT, & SETTING	Explain the internal conflict (character vs. self)	After reading three short stories, students complete a quiz to identify and explain	
WEEKS 1-5—OBJECTIVE Identify and analyze conflicts and	Explain the external conflict (character vs. character; character vs. environment)	internal and external conflicts	
solutions in fiction texts	Identify characters' problems, decide if solutions are effective, and propose better solutions	After reading two more short stories, students a conflict graphic organizer	
	better solutions	After reading the final short story, students complete problem and solution organizer	
Unit: PLOT, CONFLICT, & SETTING (CONTINUED)	Define setting as the time and place of the action of a text	After reading four short stories, students complete the setting graphic organizer	End-of-Unit Benchmark Exam
WEEKS 1-5—OBJECTIVE Analyze setting in fiction texts	Explain the importance (or role) of the setting in the text Explain how the setting complicates (or creates) a conflict	After reading the final short story, students complete the setting CR question	

CURRICULUM UNIT MAP 2nd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of	End-of-Unit Benchmark or
		Formative Assessment(s)	Performance Assessment
Unit: Narrative Essay	Follow the writing process to compose a	Students complete a graphic organizer to	Performance Assessment
	narrative essay: pre-write, draft, peer	brainstorm ideas for pre-writing	Narrative Essay
WEEKS 5-6—OBJECTIVES	respond, revise/edit, publish	1	
	Apply the elements of plot (character,	Short and a secondary and at discussion to	
Apply the elements of plot and	setting, exposition, conflict, rising action,	Students complete a plot diagram to	
effective sequencing, and dialogue to	climax, falling action, and resolution) and effective sequencing	place their details in a correct sequence	
compose narrative essays	Use vivid details to re-create people,	-	
	places, and events		
Apply the writing process to compose	Use 1 st person point-of-view	Students conference with teacher	
a variety of texts	Use dialogue correctly and effectively	throughout the writing process	
Unit: Fahrenheit 451 by Ray	Identify the elements of plot, including	NEW UNIT ADDED FOR 2011-12	THIS UNIT IS STILL IN DEVELOPMENT
Bradbury	character, setting exposition, conflict,	THIS UNIT IS STILL IN DEVELOPMENT	THIS CIVIT IS STILL IN DEVELOT WEIGH
Braubury	rising action, climax, falling action, and	THIS SIGN IS STILL IN BEVELOT WENT	
WEEKS 7-9—OBJECTIVE	resolution		
WEEKS 7-9—OBJECTIVE	Explain how the climax resolves (or does	1	
Analysis alakin fishion	not resolve) the conflict		
Analyze plot in fiction	Recognize that a flashback is an event]	
	that happened before the beginning of		
	the text		
Identify and analysis and its	Use foreshadowing (hints or clues to		
Identify and analyze conflicts and	indicate events that will occur later in the		
solutions in fiction texts	text) to make predictions	-	
	Explain the internal conflict (character vs.		
	self) Explain the external conflict (character vs.	-	
	character; character vs. environment)		
Analyze setting in fiction texts	Identify characters' problems, decide if	†	
	solutions are effective, and propose		
	better solutions		
(- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1	Explain the importance (or role) of the	1	
(The Fahrenheit 451 unit will serve as	setting in the text		
a way to continue to practice	Explain how the setting complicates (or]	
previously introduced objectives)	creates) a conflict		

CURRICULUM UNIT MAP 3rd QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Opinion Essay WEEKS 1-3—OBJECTIVE	Define a primary source as a source written or created by people who observed or participated in an event	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be	
Access primary and secondary text and evaluate for relevance, credibility, and reliability	Define a secondary source as a source written after the event by nonparticipants Determine if information is reliable and from credible sources Use relevant (important and directly to my topic) information from quality	approved before they begin writing their essay	
Unit: Opinion Essay	Select an appropriate topic to research	Students write topic on a 3x5 index card	
	Access a variety of credible sources	for approval	
WEEKS 1-3—OBJECTIVE	Use source cards and note cards to manage and organize information	Students conference with teacher while	
Apply research skills to produce a research paper	Use MLA format to compose my research paper	drafting	
Unit: Opinion Essay	Avoid plagiarism by correctly citing the words and ideas of others used in my	Students create 3+ source cards and 15+ notecards which include direct quotes	Performance Assessment Opinion Research Essay
WEEKS 1-3—OBJECTIVE	research paper Paraphrase information from research sources to use in my research paper	and paraphrased information to be approved before they begin writing their essay	
Document sources of information with textual citation, works cited, and/or bibliography	Document sources of all paraphrased information using textual citations		
and, or sionography	Use direct quotes from research sources in my research paper		
	Document sources of all direct quotes using textual citations		
	Create a works cited page to list all sources cited in my research paper		

CURRICULUM UNIT MAP 3rd QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Allusions WEEK 4—OBJECTIVE	Define allusion as indirect reference to a person, place, event, or literary work with which the author believes the reader will be familiar	Students will read a passage and complete a graphic organizer to identify and explain the effectiveness of allusions	End-of-Unit Benchmark Exam
Identify and explain allusion in fictions texts	Identify and explain the effectiveness of allusions		
Unit: Point-of-view WEEKS 5-7—OBJECTIVE	Define 1 st person POV as one person telling the story through his/her eyes Define 3 rd person omniscient POV as an	Students complete a quiz to define each type of POV	End-of-Unit Benchmark Exam
Analyze and evaluate point-of-view in fiction	all-knowing narrator that can see into the minds of more than one character Define 3 rd person limited POV as a narrator who knows all thoughts, actions, and feelings or one character	After the third short story, students complete an exit slip to explain how the POV affects the information the reader receives	
	Identify 1 st person POV, 3 rd person omniscient POV, and 3 rd person limited POV in the texts we read Explain how the POV affects the information the reader receives Explain how the text would be different if	After the fifth short story, students complete a graphic organizer to identify and explain evidence of more than one character's thoughts, feelings, and actions	
	it were told in another POV or perspective		
Unit: Understatement WEEK 7—OBJECTIVE	Define understatement as the technique writers use when they deliberately make a situation seem less important or serious than it is	Students will read a selection and identify two (2) examples of understatement in the text	End-of-Unit Benchmark Exam
Identify and explain understatement in fiction and nonfiction texts	Recognize examples of understatement		
Unit: Character	Identify a character as static, dynamic, round, or flat	After reading three stories, students complete a character analysis graphic	
WEEKS 8-9—OBJECTIVE	Identify and explain the role of the protagonist and antagonist	organizer	
Analyze character in fiction	List and explain the four basic methods of characterization	Students will complete various SR quizzes on drawing conclusions on characters	

CURRICULUM UNIT MAP 4th QUARTER

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Character (continued) WEEK 1—OBJECTIVE	Use the four methods of characterization to draw conclusions about characters Identify and evaluate a character's motivation	After reading the final story students will complete a CR question on character motivation	End-of-Unit Benchmark Exam
Analyze character in fiction Unit: Persuasive Essay WEEK 2—OBJECTIVES Apply persuasive techniques such as parallelism and rhetorical questions to compose a persuasive essay using appropriate tone for specific purpose and audience Apply the writing process to compose	follow the writing process to compose a persuasive essay: pre-write, draft, peer respond, revise/edit, publish use persuasive techniques such as parallelism and rhetorical questions use an appropriate tone use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my persuasive essay	Students complete a graphic organizer to brainstorm ideas for pre-writing Students conference with teacher throughout the writing process	Performance Assessment Persuasive Essay
a variety of texts Unit: Theme WEEKS 3-5—OBJECTIVES Analyze theme in fiction	Define theme as the central idea about life or human nature that the writer shares with the reader Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting) Compose a theme statement	After reading the third short story, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement After reading the third poem, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement	End-of-Unit Benchmark Exam
Unit: Analogy WEEK 6—OBJECTIVES Identify and explain analogy in fiction and nonfiction texts	Define an analogy as a point-by-point comparison between two things that are alike in some respect Recognize examples of analogies in nonfiction texts Explain the effect of the analogy	Students will complete the graphic organizer to identify an analogy and complete the CR question to explain the effectiveness of the analogy	End-of-Unit Benchmark Exam

CURRICULUM UNIT MAP 4th QUARTER CONTINUED

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: And Then There Were None by Agatha Christie	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution	Students complete a plot diagram to identify examples of the elements of plot	End-of-unit Benchmark Exam
WEEKS 7-9—OBJECTIVES	Explain how the climax resolves (or does not resolve) the conflict		
Analyze plot in fiction	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions	Students will complete a foreshadowing graphic organizer	
	Explain the internal conflict (character vs. self) Explain the external conflict (character vs. character; character vs. environment)		
Identify and analyze conflicts and solutions in fiction texts	Identify characters' problems, decide if solutions are effective, and propose better solutions		
Analyze and evaluate point-of-view in fiction	Identify 1 st person POV, 3 rd person omniscient POV, and 3 rd person limited POV in the texts we read		
	Explain how the POV affects the information the reader receives Explain how the text would be different if it were told in another POV or perspective	Students complete a CR question to analyze POV	
Analyze character in fiction	Identify and explain the role of the protagonist and antagonist		
	List and explain the four basic methods of characterization Use the four methods of characterization to	Students complete a character analysis graphic organizer	
	draw conclusions about characters Identify and evaluate a character's motivation		
Analyze theme in fiction	Define theme as the central idea about life or human nature that the writer shares with the reader	Students complete a theme analysis	
(The And Then There Were None unit will serve as a way to continue to practice previously introduced	Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting)	graphic organizer	
objectives.)	Compose a theme statement		