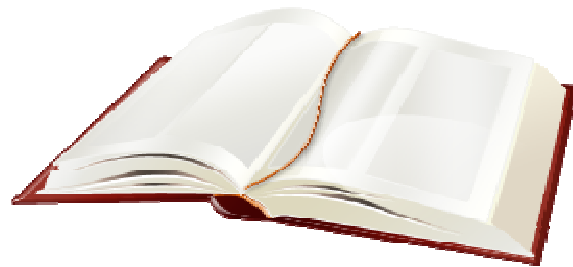


English/Language Arts



Grade 6



Niles Middle School English – Language Arts Department
SY2009-2010

September/October 6th Language Arts

Essential Understanding: Before, During and After reading, good readers use questions to help them focus on the important information. Writers use the tools of word choice, structure, voice, point of view, and punctuation to create a personal style.

Indicators:

- WP.A.1** Generate ideas from a variety of sources and keep a list of ideas
- WP. 4** Determine a pupose and audience
- WP.D.9** Vary style as appropriate to purpose
- WA.A.1** Write narratives that maintain focus and use sensory details and dialogue
- WA.D.4** Write information essays thar present a literal understanding of the topic
- WC.C.5** Use all eight parts of speech
- WC.4** Use correct capitalization
- WC.C.7** Use nominative, objective, possessive, indefinite and relative pronouns
- WC.C.8** Use subject-verb agreement
- OV.B.3** Interpret the speaker’s purpose in presentations and visual media
- OV.B.4** Identify the persuasive techniques used in presentations and media messages
- OV.C.6** Use clear diction and tone, stress imporatant ideas
- AV.A.1** Define meaning by using context clues, restatement and example
- AV.D.5** Recognize and use words from other languages
- AV.E.6** Apply the knowledge of prefixes, suffixes and roots to analyze leaning
- AV.F.8** Determine the meanings and pronunciations of unknown words
- RP.A.1** Establish and adjust purpose for reading
- RP.B.3** Make critical comparisons across text
- RP.B.2** Predict or hypothesixe as appropriate from information in the text
- RA.A.5** Analyze information found in graphics
- RA.D.7** Identify and understand the author’s pupose for writing
- RA.L.6** Explain the definig characteristics of literatry forms and genres, including poetry, drama, myths, biographies, fiction and nonfiction
- LT.A.1** Analyze the techniques authors use to describe characters, including narrator or other characters’ point of view; character’s own thoguhts, words or actions
- LT.F.6** Explain the defining characteristics of literary forms and genres
- RA.I.2** Analyze examples of cause and effect and fact and opinion
- RA.L.2** Identify the features of setting and explain their importance in literary text
- RA.I.7** Identify and understand an author’s purpose for witing, including to explain, entertain, persuade and inform

Authentic Assesment

Teacher
Use Only

November/December 6th Language Arts

Essential Understanding: Setting is critical to establish mood and credibility of plot. Good writers use descriptive details, a variety of sentence structures, and appropriate punctuation to make their ideas clear.

Indicators :

- AV.E.6 Apply the knowledge of prefixes, suffixes and roots for meaning
- RP.D.7 Monitor own Comprehension
- RA.D.7 Author’s Purpose
- RA.4 Compare original text to a summary
- RA.8 Summarize information from informational text
- LT.A.1 Analyze techniques in describing characters (narrator or other characters’ point of view) characters’ own thoughts, words, actions
- LT.D.4 Explain points of view and how voice affects the text
- LT.G.7 Mood and Meaning
- RP.10 Independently read books for various purposes
- WP.A.3 Establish a thesis statement for writing
- WP.C.5 Use organizational strategies to plan writing
- WP.7 Vary simple, compound, and complex sentence structures
- WP.D.9 Vary style appropriate to purpose
- WP.D.11 Reread and analyze clarity of writing
- WP.F.15 Proofread writing and edit to improve conventions
- WP.H.17 Prepare for publication with appropriate format for purpose
- WA.E.5 Write persuasive essays that include relevant information to support ideas
- WC.A.1 Spell high-frequency words correctly
- WC.2 Use commas, end marks, apostrophes, and end marks appropriately
- WC.3 Use semi-colons, colons, hyphens, dashes and brackets
- OV.B.4 Identify the persuasive techniques used in presentations and media messages
- OV.C.6 Use clear diction and tone, and stress important ideas.

Authentic Assessment

Teacher
Use Only

January/February 6th Language Arts

Essential Understanding: Good problem solving requires careful analysis, artful responses and monitoring of the level of success. All sentences are complete thoughts, but some are more interesting because of their structure and word choice.

Indicators:

- RP.B.2** Predict and Hypothesize as appropriate from information in the text
- RP.B.3** Make critical comparisons across texts
- RP.C.6** Answer questions to demonstrate comprehension
- RP.D.8** List questions and search for answers within the text to construct meaning
- RA.C.3** Compare and Contrast important details about a topic
- LT.B.2** Identify features of SETTING and explain their importance in literary text.
- LT.C.3** Identify main and minor events of the plot, and explain how each gives rise to the next.
- LT.E.5** Identify recurring themes, patterns and symbols.
- WP.D.6** Organize writing with introduction, body and resolution.
- WC.C.6** Use verbs, including more complex structures
- R.A.1** Generate topic for research and develop a plan for gathering information.
- R.E.8** Use a variety of communication techniques to present information that supports a clear position
- OV.A.1** Demonstrate active listening strategies
- OV.2** Summarize main idea and draw conclusions from presentations
- OV.5** Demonstrate an understanding of the rules of the English Language
- OV.7** Adjust speaking content and style according to the needs of the situation
- OV.9** Deliver formal and informal descriptive presentations
- OV.10** Deliver persuasive presentations

Authentic Assessment:

Teacher
Use Only

March/April 6th Language Arts

Essential Understanding: Skillful use of small details can add up to a big idea. Summary is a brief statement of just the key ideas or events told in logical order.

Indicators continued:

- AV.A.1** Define meaning by using context, restatement, and example
- AV.B.3** Identify analogies and other word relationships.
- AV.D.5** Recognize and use words from other languages.
- AV.7** Identify symbols and acronyms and connect them to whole words
- LT.F.6** Explain the defining characteristics of literary forms and genres.
- WP.2** Conduct background reading, etc.
- WP.10** Use available technology to compose text
- WP.8** Group Related ideas into paragraphs, etc.
- WP.12** Add and delete information and detail, etc
- WP.E.14** Use resources to select more appropriate vocabulary.
- WA.A.1** Write narratives that maintain focus and use sensory details and dialogue
- RP.1** Establish and adjust purpose for reading, including to find out, to understand, to interpret and to enjoy
- RP.4** Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
- RA.Inf.1** Use text features to locate information.
- RA.Inf.4** Compare original text to a summary to determine the extent to which the summary adequately reflects the main idea and critical detail of the original text.
- RA.Inf.5** Analyze information in maps, charts, tables, graphs, diagrams and cutaways.
- RA.Inf.8** Summarize information from informational text, identifying the treatment, scope and organization of ideas.
- R.2** Identify appropriate sources
- R.3** Identify elements of validity in resources
- R.C.4** Identify important information and paraphrase the findings.
- R.5** Compare and contrast important findings and select sources to support central ideas
- R.6** Use quotations to support ideas
- R.7** Use an appropriate form of documentation (bibliography and work cited)
- OV.E.8** Draw from multiple sources and identify sources used.

Authentic Assessment

Teacher
Use Only

May 6th Language Arts

Essential Understanding: We know a character in the story from the description, how he acts, and seeing what other characters think of him. Writers adjust their style to enhance content and suit a specific purpose and audience.

Indicators:

AV 2 Apply knowledge of connotation and denotation to determine meanings of words

AV.4 Interpret metaphors and similes to understand new uses of words and phrases.

RA.Lit.5 Identify recurring themes, patterns, symbols

RA.Lit.7 Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

WP.13 Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

WP.16 Apply tools to judge quality of writing

WP. 17 Prepare for publication

WA.2 Write responses to novels, stories, poems and plays that provide interpretation, critique or reflection and that support judgments with specific references to the text.

WA.3 Write letters that state the purpose, make requests or give compliments and use business letter format

WA.6 Produce informal writings for various purposes.

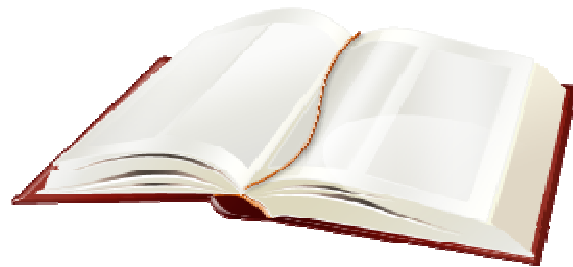
Authentic Assessment:

Teacher
Use Only

English/Language Arts



Grade 7



September 7th Language Arts

Essential Understanding: Students acquire vocabulary through exposure to language rich situations using context clues, word analysis skills, word origins, multiple resources and direct explanations.

Indicators:

RP2 Predict or Hypothesize as appropriate from the information in the text, substantiating with specific references to textual examples.

WC5 Use all 8 parts of speech (Nouns and pronouns)

AV1 Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.

AV5 Recognize and use words from other languages that have been adopted into the English language.

RP5 Select, create and use graphic organizers to interpret textual information.

AV3 Infer word meanings through the identification of analogies and other word relationships including synonyms and antonyms.

WP1 Generate writing ideas through discussions with others and from printed materials and keep a list of writing ideas.

WP4 Determine a purpose and audience.

RA1 Use text features, such as chapter titles, headings, parts of books including index, table of contents etc... to locate information.

Authentic Assesment

Teacher
Use Only

October 7th Language Arts

Essential Understanding: Students will describe and analyze the elements of plot, setting, characters, point of view, and various literary forms and genres.

Indicators:

LT1 Explain interactions and conflicts between major and minor characters.

LT2 Analyze the features of setting and their importance in the text.

LT3 Identify the main and minor events of the plot, and explain how each gives rise to the next.

LT7 Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

RP4 Summarize the information in texts.

RA4 Compare original text to a summary.

WP6 Organize writing in an effective and engaging introduction, body and conclusion that summarizes extends or elaborates points or ideas.

WP8 Group related ideas into paragraphs including a topic sentence following paragraph form, and maintain a consistent focus across paragraphs.

WC1 Spell high-frequency words correctly.

WC4 Use correct capitalization.

OV1 Demonstrate active listening skills.

Authentic Assesment:

Teacher
Use Only

November 7th Language Arts

Essential Understanding: Students will enhance their understanding of the human story by reading and comparing texts from different authors, cultures and eras.

Indicators:

WP9 Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.

WP4 Determine a purpose and audience.

WC5 Use all 8 parts of speech (conjunctions, prepositions, subjects and predicates)

AV6 Use knowledge of Greek Latin and Anglo-Saxon roots and affixes to understand vocabulary.

RP5 Select, create and use graphic organizers to interpret textual information.

LT6 Explain the defining characteristics of literary forms and genres.

RP1 Establish and adjust purpose for reading.

WP1 Generate writing ideas through discussions with others and from printed materials and keep a list of writing ideas.

RE7 Use an appropriate form of documentation to acknowledge a source.

Authentic Assesment

Teacher
Use Only

December 7th Language Arts

Essential Understanding: Students must be able to analyze character development and the importance of setting and plot development.

Indicators:

- RP1** Establish and adjust purpose for reading.

- RP5** Select, create and use graphic organizers to interpret textual information.

- LT6** Explain the defining characteristics of literary forms and genres.

- WP1** Generate writing ideas through discussions with others and from printed materials and keep a list of writing ideas.

- WP7** Vary simple, compound and complex sentence structure.

- WC2** Use commas, end marks, apostrophes and quotation marks correctly.

- WC8** Conjugate regular and irregular verbs in all tenses correctly.

- WP13** Rearrange words, sentences and paragraphs, add transitional words to clarify meaning

- OV8** Deliver informational presentations. (a-e)

Authentic Assesment

Teacher
Use Only

January 7th Language Arts**Essential Understanding: Before, during, and after reading, good readers use questions to help them focus on important information.****Indicators:**

WP14 Use resources and reference materials to select more effective vocabulary

WA4 Write informational essays or reports that present a literal understanding of the topic, include specific details from multiple sources, and create an appropriate organizing structure.

WP12 Add or delete information and details to better elaborate on a stated central idea.

WP15 Proofread writing, edit to improve conventions and identify/correct.

WP16 Apply tools (eg. rubric, checklist and feedback) to judge the quality of writing.

WP17 Prepare for publication, display, graphics, etc... a format for sharing with others/purpose.

RE1 Generate a topic and questions for research and gathering information.

RE2 Identify appropriate sources and gather information from multiple sources.

RE6 Integrate quotations and citations into written text to maintain a flow of ideas.

RE8 Use a variety of communication techniques to present information that supports a clear position with organized and relevant evidence about a topic or research question.

WP5 Use organizational strategies to plan writing

WP10 Use available technology to compose text.

RE5 Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes

Authentic Assesment

Teacher
Use Only

February 7th Language Arts

Essential Understanding: Students will identify reoccurring themes in literature from different cultures/eras as well as across subject and content areas.

Indicators:

WA1 Write narratives that that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and setting.

WA2 Write responses to literature that provide an interpretation, a critique, or a reflection and support judgments with specific text references.

WA6 Produce informal writings (journals, notes) for various purposes.

WP3 Establish a thesis statement or a plan for narrative writing.

WC5 Use all 8 parts of speech (Verbs, adjectives, adverbs)

WC7 Use subject verb agreement

LT5 Identify recurring themes, patterns and symbols found in literature from different eras and cultures

RP3 Make critical comparisons across texts.

RP7 Monitor own comprehension by adjusting speed to purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

RA3 Compare and contrast different sources of information to draw conclusions about a topic.

RE4 Select an appropriate structure for organizing information in a systematic way.

Authentic Assesment

Teacher
Use Only

March 7th Language Arts

Essential Understanding: The student will understand that reading and writing are essential skills necessary for success beyond the classroom. Writers adjust their style to enhance content and suit a specific purpose and audience.

Indicators:

AV2 Apply the knowledge of connotation and denotation to determine the meaning of words.

AV4 Interpret metaphors and similes to understand uses of words and phrases.

LT6 Explain the defining characteristics of literary forms and genres.

LT7 Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

RP6 Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic visual media.

WA6 Produce informal writings (journals, poems) for various purposes.

WP11 Reread and analyze clarity of writing.

WC6 Verb tenses and dependent and independent clauses.

OV2 Draw logical inferences from presentations and visual media.

OV5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

OV6 Adjust volume, phrasing, and inflection to stress important ideas and impact audience.

OV9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

Authentic Assessment

Teacher
Use Only

April 7th Language Arts

Essential Understanding: Students will identify arguments and persuasive techniques used in informational text.

Indicators:

RA6 Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques and examples of bias and stereotyping.

RA7 Identify an author’s purpose for writing and explain an author’s argument, perspective or point of view in text.

RA8 Compare the treatment, scope and organization of ideas from different texts on the same topic.

RA2 Analyze examples of cause/effect and fact/opinion.

RA5 Analyze information found in maps, charts tables and graphs.

RE3 Explain the importance in the validity of sources and differences in.

WA3 Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.

WA5 Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.

OV3 Interpret speakers purpose in presentations and visual media

OV4 Identify and explain the persuasive techniques (e.g. bandwagon, testimonial etc..) used in presentations and media messages.

OV10 Deliver persuasive presentations that **a.** establish a clear position **b.** include relevant evidence and **c.** consistently use organizational structures.

Authentic Assesment

Teacher
Use Only

May 7th Language Arts

Essential Understanding: Students must understand all phases of the writing process to include pre-writing, drafting, revising, editing and publishing to produce compositions that reflect effective word and grammatical choices.

Indicators:

AV7 Use knowledge of symbols and acronyms to identify whole words.

AV8 Determine meanings and pronunciations of unknown words by using dictionaries, glossaries etc...

RP8 Use criteria to choose independent reading materials (eg. Personal interest, knowledge of authors)

RP9 Independently read books for various purposes (eg. enjoyment, experience)

WC3 Use semi colons, colons, hyphens, dashes and brackets correctly.

WP2 Conduct background reading, interviews or surveys when appropriate.

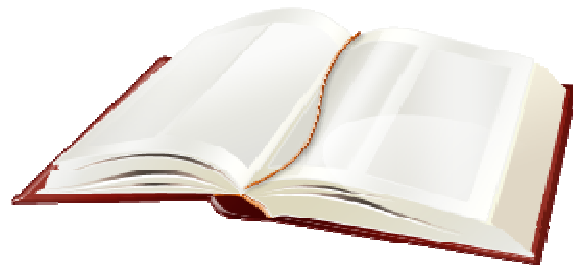
Authentic Assesment

Teacher
Use Only

English/Language Arts



Grade 8



August/September 8th Language Arts

Essential Understanding: Punctuation marks and grammar rules are like highway traffic signs and signals; they guide readers through the text and help avoid confusion. Following the rules of writing helps people understand what you want to tell them. Stories tell about relationships. Textbooks have tools that make information easy to find. Some short stories have extraordinary occurrences that make the reader to keep interest..

Indicators:

WA1 Write a narrative that:

- sustains reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
- uses literary devices to enhance style and tone; and
- creates complex characters in a definite, believable setting.

WC1 Use correct spelling conventions.

WC2 Use correct punctuation and capitalization.

WC3 Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

WC4 Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).

WC5 Use parallel structure to present items in a series and items juxtaposed for emphasis.

WC6 Use proper placement of modifiers.

WC7 Maintain the use of appropriate verb tenses.

WC8 Conjugate regular and irregular verbs in all tenses correctly.

WP10 Use available technology to compose text.

RA (IT)3 Compare and contrast the treatment, scope and organization of ideas from different sources

RLT1 Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.

RLT 2 Analyze the influence of setting in relation to other literary elements.

RLT 3 Explain how authors pace action and use subplots, parallel episodes and climax.

RLT 4 Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

RLT 5 Identify and explain universal themes across different works by the same author and by different authors.

RLT 6 Explain how an author's choice of genre affects the expression of a theme or topic.

RLT 7 Identify examples of foreshadowing and flashback in a literary text.

RLT 8 Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

RLT 9 Examine symbols used in literary texts

RP 3 Monitor own comprehension by adjusting speed to fit purpose or skimming, scanning, note-taking or summarizing what has been read so far.

AV 1 Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

AV 5 Examine and discuss that events impact and change the English language

Authentic Assessment

Teacher
Use Only

October 8th Language Arts

Essential Understanding: Writers adjust their style to enhance content and suit a specific purpose and audience. Knowing how to construct a variety of sentence structures enables you to write more interesting text. To be interesting, a presentation must be clear, organized and delivered with enthusiasm.

Descriptive paragraphs have one key idea followed by descriptive details. Setting is crucial to establish mood and credibility of plot.

Indicators:

COV9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

C1 Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).

C6 Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.

C7 Vary language choices as appropriate to the context of the speech.

C5 Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

C9 Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.

RP (CS)1 Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions

RP(CS)2 Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade appropriate print texts.

RP 4 Use criteria to choose independent reading materials

RA (LT) 2 Analyze the influence of setting in relation to other literary elements.

RA (IT) 1 Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose

RA (IT)3 Compare and contrast the treatment, scope and organization of ideas from different sources

RA (IT)2 Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

RA (LT)1 Identify and explain various types of characters (e.g., flat, round dynamic, static) and how their interactions and conflicts affect the plot.

RA (LT) 3 Explain how authors pace action and use subplots, parallel episodes and climax.

RA (LT) 7 Identify examples of foreshadowing and flashback in a literary text.

AV1 Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

AV6 Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

WP8 Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.

WP9 Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.

WP10 Use available technology to compose text.

WP16 Apply tools (e.g. rubric, checklist, and feedback to judge the quality of writing.

Authentic Assessment

Teacher
Use Only

November 8th Language Arts

Essential Understanding: A thoughtful question is the invitation to go where you have not been before and use information not yet encountered. Effective paragraphs present and support the main idea of the topic sentence. Note taking is writing down only what is noteworthy. Poetry offers different perspectives of a person's feeling and use of creativity.

Indicators:

WA4. Write informational essays or reports, including research, that:

- pose relevant and tightly drawn questions that engage the reader
- provide a clear and accurate perspective on the subject
- create an organizing structure appropriate to the purpose, audience and context
- support the main ideas with facts, details, examples and explanations from sources
- document sources and include bibliographies.

R6 Integrate quotations and citations into written text to maintain a flow of ideas.

RA (LT)4 Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

RA (LT)8 Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

RA (LT) 4 Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

RA (LT) 5 Identify and explain universal themes across different works by the same author and by different authors.

RA (LT) 9 Examine symbols used in literary texts.

WP 5 Use organizational strategies (notes, outlines) to plan writing

WP12 Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose

WP14 Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

WP2 Conduct background reading, interviews or surveys when appropriate.

WP10 Use available technology to compose text.

WP16 Apply tools (e.g. rubric, checklist, and feedback to judge the quality of writing.

AV 4 Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.

Authentic Assessment

Teacher
Use Only

December 8th Language Arts

Essential Understanding: The student will understand that a presentation must demonstrate and support the understandings of a specific topic using appropriate tools and techniques of communication. Recording steps and observations helps people analyze, remember and /or report work. Good readers adjust their speed depending upon their purpose for reading.

Indicators:

COV8. Deliver informational presentations (e.g., expository, research) that:

- demonstrate an understanding of the topic and present events or ideas in a logical sequence
- support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes
- include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution)
- use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology.
- draw from multiple sources, including both primary and secondary sources, and identify sources used.

RA(I) 4 Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

RA (I) 9 Distinguish the characteristics of consumer materials (warranties, product information, instructional materials).

RA(I) 6 Identify the author's purpose and intended audience for the text.

RA (LT)8 Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

RA (LT) 4 Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

RA (LT) 5 Identify and explain universal themes across different works by the same author and by different authors.

RA (LT) 9 Examine symbols used in literary texts.

AV3 Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.

AV6 Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

WP10 Use available technology to compose text

Authentic Assessment

Teacher
Use Only

January 8th Language Arts

Essential Understanding: The student will understand that a presentation must demonstrate and support the understandings of a specific topic using appropriate tools and techniques of communication. Recording steps and observations helps people analyze, remember and /or report work. Good readers adjust their speed depending upon their purpose for reading.

Indicators:

COV 2 Identify and analyze the persuasive techniques (bandwagon, testimonial) used in presentations and media messages

COV 3 Determine the credibility of the speaker and recognize fallacies of reasoning used in presentations.

COV4 Identify the speaker's choice of language and delivery styles and how they contribute to meaning

COV10 Deliver persuasive presentations (a, b, c)

RA (I) 4 Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.

RA (I) 9 Distinguish the characteristics of consumer materials (warranties, product information, instructional materials).

RA (I) 6 Identify the author's purpose and intended audience for the text.

RA (I) 8 Recognize how writer's cite facts, draw inferences, and present opinions in informational text.

RA (LT) 8 Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

RA (LT) 4 Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.

RA (LT) 5 Identify and explain universal themes across different works by the same author and by different authors.

RA (LT) 9 Examine symbols used in literary texts.

RP 5 Independently read books for various purpose

AV3 Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.

AV6 Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

WP10 Use available technology to compose text

Authentic Assessment

Teacher
Use Only

February 8th Language Arts

Essential Understanding: The student will understand that reading and writing are essential skills necessary for success beyond the classroom. Writers adjust their style to enhance content and suit a specific purpose and audience. Before, during, and after reading, good readers use questions to help them focus on important information.

Indicators:

WA3. Write business letters, letters to the editor and job applications that:

- address audience needs, stated purpose and context in a clear and efficient manner;
- follow the conventional style appropriate to the text using proper technical terms;
- include appropriate facts and details;
- exclude extraneous details and inconsistencies; and
- provide a sense of closure to the writing.

AV2 Apply knowledge of connotation and denotation to determine the meaning of words.

W10 Use available technology to compose text.

WP4 Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience

WP11 Reread and analyze clarity of writing and consistency of point of view.

WP13 Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.

RAI 1 Distinguish the characteristics of consumer materials:(job related materials)

RP(CS SM)1 Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

RP(CS SM)2 Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, not taking or summarizing what has been read

RA (L) 9 Examine symbols used in literary texts.

RA (L)5 Identify and explain universal themes across different works by the same author and by different authors.

Authentic Assessment

Teacher
Use Only

March 8th Language Arts

Essential Understanding: Literary works written in play form help you understand the characters through dialogue and interactions. The students will understand that informational writing based on the analysis of research must be organized and make use of supportive details. The student will understand that good research is a system of gathering information that enables us to see all sides of an issue before drawing conclusions. Characters become heroes when they face fear and uncertainty.

Indicators:

- R1** Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
 - R2** Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
 - R3** Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
 - R4** Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
 - R5** Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
 - R6** Integrate quotations and citations into written text to maintain a flow of ideas.
 - R7** Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
 - R8** Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.
- WP17** Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.
- RA (LT)7** Identify examples of foreshadowing and flashback in a literary text
 - RA (LT)3** Explain how authors pace action and use subplots, parallel episodes and climax.
 - RA(LT) 2** Analyze the influence of setting in relation to other literary elements.

Authentic Assessment

Teacher
Use Only

April 8th Language Arts

Essential Understanding: The student will understand that informal writing may use a variety of techniques to understand and express themselves. Students will understand that organizational patterns are crucial in nonfiction pieces of literature.

Indicators:

WA6 2 Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts.

WA6 Produce informal writings (e.g., journals, notes and poems) for various purposes

WP1 Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

AV 3 Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.

RP1 Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.

RP 2 Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

RA (IT)2 Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.

RA (IT)7 Analyze an author's argument, perspective or viewpoint and explain the development of key points.

Authentic Assessment

Teacher
Use Only

May 8th Language Arts

Essential Understanding: Authors use descriptive language to help their readers visualize and/or experience certain emotions and feelings. We know a character in a story from the description, how he acts, and seeing what other characters think of him.

Indicators:

WA1 Write narratives that:

- sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
- use literary devices to enhance style and tone; and
- create complex characters in a definite, believable setting.

WC1 Use correct spelling conventions.

WC 2 Use correct punctuation and capitalization.

WC 3 Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

WC 4 Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).

WC 5 Use parallel structure to present items in a series and items juxtaposed for emphasis.

WC 6 Use proper placement of modifiers.

WC 7 Maintain the use of appropriate verb tenses.

WC 8 Conjugate regular and irregular verbs in all tenses correctly.

AV7 Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

WP3 Establish a thesis statement for informational writing or a plan for narrative writing.

WP6 Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.

WP7 Vary simple, compound and complex sentence structures

WP15 Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

WP16 Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

WP17 Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

RA (L) 9 Examine symbols used in literary texts.

RA (L)5 Identify and explain universal themes across different works by the same author and by different authors.

Authentic Assessment

Teacher
Use Only