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| **TITLE/ NOTE:** Modify Master units. Daily lesson plans should indicate specific strategies.**A unit = 5 to 7 weeks** | **Collection/Unit 1 –** **Facing Fear****Cross Disciplines: Science****August/September** | **Collection/Unit 2 –****Animal Intelligence****Cross Disciplines: Science****October** | **Collection/Unit 3 –****Dealing with Disaster** **Cross Disciplines: Science, Technology****November/December** | **Collection/Unit 4 – Making Your Voice Heard** **January/February** | **Collection/Unit 5 – Decisions that Matter****March/April** | **Collection/Unit 6 – What Tales Tell****Cross Disciplines: History****May/June** |
| **Performance Tasks/Assessment**Use textbook assessments Measuring Up and Accelerated Reader must be used within the context of the unit and aligned with skills in Units.Concept Tests | Pre-Test Writing**Final: Expository Essay \***\* The first task can be modified – writing process itself, explaining in writing, examples .  | **Final: Expository Essay\***Build throughout unit. Focus on paragraph development and transitions.\* The second task can be modified – transitions, paragraph, or word choice. | **Final: Multimedia Presentation**Speaking, listening, and **RESEARCH SKILLS FOCUS** | **Final: Present an Argument in Speech** **Assess Whole Task**Focus elements of an argument | **Final: Opinion Essay****Assess Whole Task**Focus on evidence and support. | Post Test Writing**Final: Literary Analysis****Assess Whole Task**Focus tone/mood. |
| **Enduring Understanding** | **Fear affects****the brain and the body.** | **Animals have intelligence.** | **People respond to disasters differently.** | **Expression has different forms.** | **The choices we make reflect who we are.** | **Stories reflect the beliefs of a culture.** |
| **Essential Question** | **What role does fear play in shaping who I am and what I do?** | **How is an animals’ intelligence the same or different than my own?** | **How do I react to difficult situations?** | **How do I best express who I am and what I believe?** | **How do I decide what to do and when to do it?**  | **How do the stories I tell reflect what I believe vs. my community?** |
| **Partial Learning Standards/Skills**Focus standards – additional standards appear in SIS, filling out the full scope and sequence for the grade level  | Cite textual evidence to analyze text features and structure; describe characters and setting and make inferences in the context of the short story. Write informative texts. **Academic vocabulary**Use these words repeatedly: evident, factor, indicate, similar, specific**Additional vocabulary added from texts** | Describe how characters respond and change and analyze a point of view in a short story; summarize central ideas and important details and determine author’s purpose. Write and revise informative essays and elements.**Academic vocabulary**Use these words repeatedly:benefit, distinct, environment, illustrate, respond**Additional vocabulary added from texts** | Identify and analyze cause and effect organization and determine meanings of technical language in an informational text; analyze elements of narrative nonfiction, including how authors establish style and tone in their writing. Gather relevant information and present claims and evidence.**Academic vocabulary**Use these words repeatedly: circumstances, constraint, impact, injure, significant**Additional vocabulary added from texts** | Trace and evaluate an argument, analyze persuasive techniques, and compare/contrast tow arguments on the same topic. Write arguments, present claims and findings.A**cademic vocabulary** Use these words repeatedly: appropriate, authority, consequences, justify, legal **Additional vocabulary added from texts**  | Identify elements of a memoir and a biography, analyzes primary and secondary sources, and compare/contrast two genres on the same topic. Analyze elements of narrative poetry. Write arguments. **Academic vocabulary** Use these words repeatedly: achieve, individual, instance, outcome, principle**Additional vocabulary added from texts** | Describe literary elements and determine themes in a Greek Myth; describe the elements of drama in a play. Write informative and explanatory texts. Use evidence. **Academic language**Use these words repeatedly: emphasize, occur, period, relevant, tradition**Additional vocabulary added from texts**  |
| **Suggested Strategies**Vocabulary and Language Skills are taught in context. (Connotation/Denotation)Introduce a new research based strategy with each unit  | Implement balanced Literacy and Gradual Release Models**Specific** Close Reading and Guided Reading Strategies Introduce your favorite strategy | Implement balanced Literacy and Gradual Release ModelsS**pecific** Close Reading and Guided Reading StrategiesInference Questions, Two Column Notes,  | Implement balanced Literacy and Gradual Release Models**Specific** Close Reading and Guided Reading StrategiesThink Alouds and Note Taking/Research strategies | Implement balanced Literacy and Gradual Release Models**Specific** Close Reading and Guided Reading StrategiesDiscussion Webs | Implement balanced Literacy and Gradual Release Models**Specific** Close Reading and Guided Reading StrategiesArgumentative Visual Organizer, Trailing the Text, Point Counterpoint | Implement balanced Literacy and Gradual Release Models**Specific** Close Reading and Guided Reading StrategiesColor Marking,  |
| **3 Texts from Close Reader****2 Anchor Texts** **3 Novels Maximum Per Year** | “The Jumping Tree” Short Story, “Face Your Fears: Choking” Article, and Face Your Fear and Scare…”“The Ravine” Short Story, “Fears and Phobias” on line article | “The Pod” Short Story, “Can Animals Feel and Think” Info Text, and “Bats” Science Writing“How Smart Are Animals?” Science Writing and “The Mixer” Short Story | “Moby-Duck” Book Review, “There Will Come Soft Rains” Short Story, and “On The Titanic Defined By What They Wore” Newspaper Article“Mammoth Shakes and Monster Waves”, History Writing by Walter Lord from A Night to Remember” | “Views on Zoos” Informational Text, “What Do Fish Have to Do With Anything” Short Story“Wild Animals Aren’t Pets” and “Let People Own Exotic Animals” Argument Writing  | From “Everyday Is a New Day” autobiography, “Community Hero: Chief Wilma Mankiller” essay, and “The Light – Ah! The Light” poem “It Worked for Me” Memoir and Biography from “Colin Powell: Military Leader” Biography | “Medusa’s Head” Myth, “Medusa” Poem, and “The Prince and The Pauper” Graphic Story “Black Ships Before Troy: The Story of the Illiad” Myth and The Prince and the Pauper” Novel Excerpt |