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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 Models  S**pecific** Close Reading and Guided Reading Strategies  Inference Questions, Two Column Notes, | Implement balanced Literacy and Gradual Release Models  **Specific** Close Reading and Guided Reading Strategies  Think Alouds and Note Taking/Research strategies | Implement balanced Literacy and Gradual Release Models  **Specific** Close Reading and Guided Reading Strategies  Discussion Webs | Implement balanced Literacy and Gradual Release Models  **Specific** Close Reading and Guided Reading Strategies  Argumentative Visual Organizer, Trailing the Text, Point Counterpoint | Implement balanced Literacy and Gradual Release Models  **Specific** Close Reading and Guided Reading Strategies  Color 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 |