

	Essential Questions	Content	Skills	Assessments	Standards/PIs
Unit 1	<p>SUMMER READING: <i>Help! I'm Trapped in the First Day of School</i></p> <p>.How does being kind and accepting of others affect a person's self- esteem?</p> <p>.How does being aware of one's own faults help them grow as a person?</p> <p>SUMMER READING: <i>Number the Stars</i></p> <p>.How can helping others make us stronger people?</p> <p>.Why is it important to accept all people, even those that are different from ourselves?</p> <p>SUMMER READING: <i>Stepping on the Cracks</i></p> <p>.How can accepting the differences of others affect us in a positive way?</p> <p>.How can treating others with kindness impact our lives?</p> <p>ALTERNATE SUMMER READING: <i>Hour of the Olympics</i> How have men and women been treated differently throughout the ages?</p> <p><i>Black Beauty</i> How can treating others with kindness and respect build character?</p> <p>LITERATURE/WRITING: THEME: SURVIVAL How can being active readers</p>	<p>SUMMER READING: <i>Help! I'm Trapped in the First Day of School</i> By: Todd Strasser (Scholastic, Inc., 1994)</p> <p>THEME: KINDNESS</p> <p>Treating people with kindness; such as:</p> <p>.Defending students against bullies</p> <p>.Helping students adjust to a new school</p> <p>.Being a good friend</p> <p>LITERARY DEVICES: FIGURATIVE LANGUAGE:</p> <p>.Similes .Metaphors .Personification .Onomatopoeia</p> <p>VOCABULARY:</p> <p>Deceive Sarcastically</p> <p>Bewildered Fiendishly</p> <p>Commotion Offensive</p> <p>Awestruck Wisecracks</p> <p>Chuckled Triumphantly</p> <p>SUMMER READING: <i>Number the Stars</i> By: Lois Lowry (Yearling, 1989)</p> <p>THEME: HELPING OTHERS</p> <p>.Supporting people, especially through difficult times</p> <p>.Accepting the differences in people</p>	<p>SUMMER READING: <i>Help! I'm Trapped in the First Day of School.</i></p> <p>Conflict:</p> <p>Explain one struggle Jake faces when he realizes he repeats the first day of school over and over again.</p> <p>Character Development:</p> <p>Describe changes in Jake's emotions throughout the book.</p> <p>Character:</p> <p>Discuss the relationship between Jake and Ollie.</p> <p>Predication:</p> <p>Predict the future relationship between Jake and Ollie.</p> <p>SUMMER READING: <i>Number the Stars</i></p> <p>Conflict:</p> <p>Explain one struggle Annemarie faces when she tries to hide Ellen from the Nazis.</p> <p>Character Development:</p> <p>Describe how Annemarie matures throughout the book.</p> <p>Character:</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B</p>

help us develop our writing skills?

Why is it important to create written responses to the literature we read?

What can we learn from observing the world around us?

How can one's experience change his/her point of view?

In what ways can poetry enhance our understanding of the world around us?

ELA PREPARATION:

How can we use reading comprehension strategies to improve our understanding of literary and informational texts?

What note-taking procedures are useful during a listening exercise?

EDITING AND REVISION:

How can we apply what we have learned about our writing to future assignments?

How can we use editing and revision skills to improve our writing?

VOCABULARY:

How can we enrich our vocabulary by recognizing new words in context and using new words in writing?

PORTFOLIO:

How can we use voice to capture our audience's attention?

How can portfolio help us to develop as writers?

How can we use literary devices and techniques in our own writing?

.Guiding people during difficult times

.Being a friend in good times and bad times

LITERARY DEVICES: FIGURATIVE LANGUAGE:

.Similes .Metaphors .Onomatopoeia

VOCABULARY:

Pleaded Scurried

Lingered Dawdled

Scampered Abruptly

Tentatively Reluctantly

Mourning Trudged

SUMMER READING:

Stepping on the Cracks

By: Mary Downing Hahn (Houghton Mifflin Harcourt, 1994)

THEME: FRIENDSHIP

.Listening to a friend's feelings

.Giving of yourself to help a friend

.Accepting a friend for who they are

.Understanding friends can be different from you

LITERARY DEVICES: FIGURATIVE LANGUAGE:

.Similes .Metaphors .Personification .Onomatopoeia

VOCABULARY:

Clattered Smithereens

Foxholes Scampered

Blundered Eavesdropped

Companion Scrupulously

Flanked Tattered

ALTERNATE SUMMER READING:

Magic Tree House #16: *Hour of the Olympics* by Mary Pope Osborne (Random House, 1998)

Discuss the relationship between Annemarie and Ellen.

Prediction:

Predict the conversation that Annemarie and Ellen will have when they meet again in the future.

SUMMER READING:

Stepping on the Cracks

Conflict:

Explain one struggle Gordy faces when Stuart returns home from war.

Character Development:

Describe changes in Gordy's emotions throughout the book.

Character:

Discuss the relationship between Gordy and Stuart.

Prediction:

Predict how life will change for Gordy after he moves to North Carolina.

ALTERNATE SUMMER READING:

Hour of the Olympics

Sequencing:

List the events of the story in the order that they took place.

Character:

Describe how Annie's emotions change throughout the story

[2004]

ELA4-K1-1D
[2004]

ELA4-K2-2A
[2004]

ELA4-K2-2B
[2004]

ELA4-K2-2C
[2004]

Theme: Women in society

Literary Devices:

onomatopoeia

Vocabulary:

mission

sacred

tunic

chariot

mythology

democracy

columns

courtyard

murmur

crouch

Black Beauty by Anna Sewell (Random House, 1990)

Theme: Proper treatment of animals

Literary Devices:

similes, onomatopoeia

Vocabulary:

fond

squire

brisk

pace

pride

ignorance

steep

earl

harsh

pity

Compare and Contrast:

Explain the differences between how women were treated in ancient Greece to how women are treated today.

Black Beauty

Conflict:

Explain one struggle that Black Beauty faces in the novel.

Prediction:

Predict what Black Beauty's life will be like at his final home.

Character:

Describe Black Beauty's attitude throughout the novel.

Identify the character traits of the main character, Brian, in Hatchet

Compare character traits of Brian vs. Self

Compare & Contrast-setting, mood, and voice.

Outline proper short answer response by utilizing RAFT technique

Identify persuasive writing

LITERATURE/WRITING:

REALISTIC FICTION (required): *Hatchet* By Gary Paulsen

RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)

ICE (Introduce, Cite, Explain)

Appropriate transitions (How we use them and recognize them)

Parts of friendly letter

Self-addressing envelopes

Authors' use of persuasive language

How to write a descriptive writing piece

POETRY:

Thematically-related nature poetry

LITERARY DEVICES:

Tone

Foreshadowing

Metaphor

Onomatopoeia

Narration

ELA PREPARATION:

REVIEW TEST-TAKING STRATEGIES:

techniques that enable the reader to think and feel

Practice using ICE technique properly

Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation

Model graphic organizers for descriptive writing

Write a descriptive essay utilizing the elements of survival from various pieces of literature

Determine intended audience

Use tone and language appropriate for intended audience

While researching students will exercise the use of text features, such as headings, captions, and titles, to understand and interpret information texts

Recognize organizational formats to assist in comprehension of information text

Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts

Identify the way in which characters change and develop throughout a story

Identify the author's point

Comprehension strategies (Before, During and Post Active Reading)	of view, such as first-person narrator and omniscient narrator, with assistance
Marginal notes & highlighting strategies	
Short answer technique (RAFT, ICE)	Identify author's use of persuasive language
Multiple choice test taking strategies (Predict answer, process of elimination, refer to story for proof)	
<i>Scott Foresman NYS ELA Student Practice Workbook-Unit 2</i>	<i>POETRY:</i>
Reading, Writing, Listening & Independent Essay)	Listen and respond to poetry
<i>Scott Foresman Unit and End of Year Skills Test Workbook -Unit 2</i>	Identify free verse
(Multiple Choice, Reading Comprehension, Writing/Grammar Practice)	Identify examples of personification
	Read aloud from a variety of genres; for example, recite a poem
EDITING AND REVISION:	
Punctuation, Spelling, Grammar & Capitalization	Recognize how the author's use of language creates images or feelings, with assistance
Nouns (Proper & Common)	
Plural and Possessive Nouns	Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance
Commas with Nouns in Series and in Direct Address	
Direct Address	
Subjects and Predicates/Subject-Verb Agreement	<i>LITERARY DEVICES:</i>
	Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
VOCABULARY:	
<i>Unit 2 Scott Foresman</i>	
Vocabulary taken from novel	Use inflection and intonation appropriate to text read and audience
PORTFOLIO:	
Introduce Portfolio Assessment	<i>Through a class presentation, students will exercise the following skills:</i>
	Use language and grammar appropriate to purpose for speaking
	Use facial expressions and gestures that enhance

communication

Establish eye contact during presentations and group discussion

Use audible voice and pacing appropriate to content and audience

Use visual aids to support the presentation

ELA PREPARATION:

REVIEW OF TEST-TAKING STRATEGIES:

Utilize comprehension skills to answer multiple choice questions, vocabulary and short answer responses in *Scott Foresman Practice Workbook*.

Discover before, during, and post reading strategies

Produce marginal notes, highlight important information *only*

Select correct multiple choice answers by getting rid of silly choices

Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information

READING:

Complete Unit 2 *Scott Foresman End of the Year Skills Test Book*

Complete Unit 2 *Scott Foresman Unit Test for NYS (Orange Book) Part 2 Reading and Part 3 Writing*

INDEPENDENT ESSAY:

Write an Independent Essay in Unit 2 *Scott Foresman Unit Test for NYS* (Orange Book)

LISTENING:

Listen to two stories and take X-notes

Answer short responses utilizing RAFT TECHNIQUE

Complete graphic organizer based on both short stories

Write extended response essay

Listen attentively, for an extended period of time, to a variety of texts read aloud

Listen attentively for different purposes, both student-determined and teacher-determined

EDITING AND REVISION:

Apply correct editing and revising skills by peer-editing and teacher-conferencing

Demonstrate correct usage of proper and common nouns, plural & possessive nouns, commas in series, and commas in direct address

Recognize and apply subjects, predicates and subject-verb agreement

Use correct grammatical construction

Use prewriting activities (e.g. brainstorming, note-taking, freewriting, outlining, and paragraphing)

Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

Observe the rules of punctuation, capitalization, and spelling

Use signal/transitional words (e.g., *in addition, for example, finally, as a result, similarly, and on the other hand*) to provide clues to organizational format

VOCABULARY:

Demonstrate the ability to define vocabulary within the context of the novel and *Scott Foresman* selections

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

PORTFOLIO:

Share and enter written pieces to sixth grade portfolio

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

			<p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p>		
Unit 2	<p>LITERATURE/WRITING: THEME: TOLERANCE</p> <p>How does an understanding of our personal background help us to tolerate other cultures, religious beliefs, nationalities, ethnicities, family structures, etc?</p> <p>How do our relationships with others help us learn about ourselves?</p> <p>How can we adopt an organizational format appropriate for critical analysis and evaluation?</p> <p>How can poetry help us to connect themes across texts?</p> <p>ELA PREPARATION:</p> <p>How can we use reading comprehension strategies to improve our understanding of literary and informational texts?</p> <p>What note-taking procedures are useful during a listening exercise?</p> <p>How does the way we view ourselves help us to respect others?</p>	<p>LITERATURE/WRITING:</p> <p><i>REALISTIC FICTION</i> (required): <i>Maniac Magee</i> by Jerry Spinelli</p> <p>RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)</p> <p>ICE (Introduce, Cite, Explain)</p> <p>Transitions</p> <p>Newswriting</p> <p>Cause & effect</p> <p>Composing an Email</p> <p>Personal Narrative Writing Piece</p> <p>RAFT Paragraphs (Restate, Answer, For Example (3), Tie Together)</p> <p>ICE (Introduce, Cite, Explain)</p> <p>Transitions and their uses</p> <p>Newswriting process</p> <p>Cause & effect essay</p> <p>Composing an Email</p> <p>Writing a personal narrative</p> <p><i>POETRY:</i></p> <p>Unit 1 <i>Scott Foresman</i> Poetry</p>	<p>LITERATURE/WRITING:</p> <p>Support character traits of Maniac from <i>Maniac Magee</i> with direct evidence from text and personal experiences on a character growth chart</p> <p>Write a journal entry in response to <i>Maniac Magee</i></p> <p>Produce a news article about someone you know or have heard about who has done something special</p> <p>Connect ideas and themes across texts</p> <p>Identify information that is implied rather than stated</p> <p>Read, view, and interpret texts from a variety of genres</p> <p>Recognize how Jerry Spinelli's use of language creates images of feelings, with assistance</p> <p>Participate cooperatively and collaboratively in group discussions of texts</p> <p>Demonstrate personal response to grade-level texts through a range of responses, such as,</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p>	

<p>EDITING AND REVISION: How can we edit and revise to improve our writing?</p> <p>How does the use of literary devices add voice and imagery to our writing?</p> <p>VOCABULARY: How can we enrich our vocabulary by recognizing new words in context and using new words in writing?</p> <p>PORTFOLIO: How can we use voice to capture our audience's attention?</p> <p>How can portfolio help us to develop as writers?</p> <p>How can we use literary devices and techniques in our own writing?</p> <p>How can we apply what we have learned about our writing to future assignments?</p>	<p>Teacher-selected poetry</p> <p><i>LITERARY DEVICES</i></p> <p>Slang, dialogue, irony, idioms, allusion, mood</p> <p>ELA PREPARATION:</p> <p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p> <p>Comprehension strategies (Before, During and Post Active Reading)</p> <p>Marginal notes & highlighting strategies</p> <p>Short answer techniques (RAFT, ICE)</p> <p>Multiple choice strategies</p> <p>(Predict answer, process of elimination, refer to story for proof)</p> <p><i>NYS ELA Student Practice Workbook</i> Unit 1</p> <p>(Reading, Writing, Listening & Independent Essay)</p> <p><i>Unit & End of Year Skills Test Workbook</i> for Unit 1</p> <p>(Multiple Choice, Reading Comprehension, Grammar, Writing)</p> <p>EDITING AND REVISION:</p> <p>Punctuation, spelling, grammar & capitalization</p> <p>Kinds of sentences, subjects and predicates, independent & dependent clauses, compound & complex sentences and combining sentences</p> <p>VOCABULARY:</p> <p>Unit 1 <i>Scott Foresman</i></p> <p>Vocabulary from <i>Maniac Magee</i></p>	<p>writing, drama, and oral presentations</p> <p>Write a cause-effect essay explaining how Maniac's prior lifestyle has caused him to behave in a certain way</p> <p>Email a message to your classmates to inform them of Maniac's journey Include personal feelings, point of view, etc.</p> <p>Record a personal narrative about an event and its impact on your own life</p> <p><i>POETRY:</i></p> <p>Listen attentively to poetry and respond to what is heard</p> <p><i>LITERARY DEVICES:</i></p> <p>Recognize how author uses dialogue/slang to make the characters sound realistic</p> <p>Identify and understand irony in novel and "Tony and the Snark"</p> <p>Draw on personal experiences to recognize and interpret idioms in the novel and "Hot Dogs and Bamboo Shoots"</p> <p>Distinguish author's use of allusion in "Telephone Call"</p> <p>Determine point of view</p> <p>Infer mood from various</p>	<p>ELA2-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1D [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>
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PORTFOLIO

Continue Portfolio Assessment

texts and understand how authors create mood

ELA PREPARATION:

REVIEW TEST-TAKING STRATEGIES:

Employ comprehension skills to answer multiple-choice questions and short - answer responses in *Scott Foresman Practice Workbook*

Use text features, such as headings, captions, and titles, to understand and interpret informational texts

Apply corrective strategies to assist in comprehension

Identify main ideas and supporting details in informational texts, to distinguish relevant and irrelevant information

Point out before, during and post reading strategies

Illustrate marginal notes, highlight important information only

Select correct multiple choice answers by eliminating silly choices

Outline proper short

answer responses utilizing
RAFT technique

READING and WRITING:

Compare two stories and
accurately write two short
responses(RAFT)

Complete graphic
organizer based on stories

Write a complete essay in
reponse to question based
on stories (ICE)

Select and incorporate a
variety of transitions in
short responses, extended
responses, creative
writing, personal narrative
and independent essays

INDEPENDENT WRITING:

Outline and write
independent essay that
follows along with Unit 1
Scott Foresman

LISTENING:

Listen to two stories and
take X notes

Produce two short answers
utilizing RAFT

Complete graphic
organizer based on both
stories

Create essay based on
both stories

**EDITING AND
REVISION:**

Apply correct editing and
revision skills by peer
editing and teacher
conferencing

Identify and write
different kinds of
sentences

Points out subjects and predicates of sentences in *Scott Foresman Practice Book*

Produce independent and dependent clauses

Recognize and write compound and complex sentences

Practice combining sentences

VOCABULARY:

Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts (*Scott Foresman Unit 1*)

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

Chart required vocabulary from *Maniac Magee* on a *Vivid Vocabulary Pamphlet*

(Pg#, Word, Context Clues, Your Guess, Illustration, Actual Dictionary Definition)

PORTFOLIO:

Select pieces to revise and edit

			<p>Self-and peer reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p> <p>Write personal reactions to experiences, events, and observations, using a form of social communications</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Maintain a writing portfolio that includes literary, interpretive, and responsive writing</p> <p>Write for an authentic purpose</p> <p>Offer verbal and written feedback to others in a respectful and responsive manner</p>		
Unit 3	<p>LITERATURE/WRITING: THEME: GOALS, GREAT and SMALL</p> <p>How do people accomplish their ambitions?</p> <p>What type of feelings does one experience as he/she works toward personal goals? (For example, exhaustion, stress, discouragement, joy, elation)</p> <p>When people experience failure on the way to achieving their goals, why is giving up not an option for certain people? (Where do they get their perseverance from?)</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 Novels Listed in the Resource Column</p> <p>RAFT</p> <p>ICE</p> <p>Appropriate Transitions</p> <p>How to Write a Compare/Contrast Essay</p> <p>Script Writing</p> <p>How to Write a Humorous Poem</p> <p>How to Write a Narrative Poem</p>	<p>LITERATURE/WRITING:</p> <p>Skim material to gain an overview of content or locate specific information</p> <p>Identify information that is implied rather than stated</p> <p>Read, view, and interpret texts from a variety of genres</p> <p>Read aloud from a variety of genres</p> <p>Identify literary elements of different genres</p> <p>Recognize how the author's use of language</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B</p>

ELA PREPARATION:

How can we exercise our ELA strategies to answer multiple choice questions with accuracy and written responses with ample text support?

How can we listen with comprehension for teacher-determined purposes and respond appropriately to what is heard?

What characterizes a well-written essay in the Independent Writing section on the ELA?

What techniques should be used to answer questions in the Reading and Writing section of the ELA?

EDITING AND REVISION:

How can we revise and edit our work in order to improve our writing and increase our rubric scores?

VOCABULARY:

How can we acquire new vocabulary by reading a variety of texts?

How can we use prior knowledge and experience in order to understand and use new vocabulary in our everyday writing and speaking?

PORTFOLIO:

How can we use voice to capture our audience's attention?

How can portfolio help us to develop as writers?

How can we use literary devices and techniques in our own writing?

How can we strengthen our written expression through

How to Write an Announcement, Advertisement

Illustrator's Craft

POETRY:

Unit 3 Scott Foresman Poetry

Teacher-Selected Poetry

LITERARY DEVICES:

Mood

Repetition

Simile

Humor

ELA PREPARATION:*REVIEW OF TEST-TAKING STRATEGIES:*

Comprehension Strategies (Before, During and Post Active Reading)

Marginal Notes & Highlighting Strategies

Short Answer Techniques (RAFT,ICE)

Multiple Choice Strategies

(Predict answer, process of elimination, refer to story for proof)

NYS ELA Student Workbook Practice for Unit 3

(Reading & Writing Task, Listening Task, Independent Essay)

Unit and End of Year Skills Test Workbook for Unit 3

(Multiple Choice Task, Reading Comprehension Task, Writing/Grammar Practice)

creates images or feelings, with assistance

Participate cooperatively and collaboratively in group discussions of texts

Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations

Draw conclusions and make inferences on the basis of explicit and implied information, with assistance

Note and describe aspects of the writer's craft and explain the role that crafting techniques play in helping the reader comprehend the text

Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication (RAFT,ICE,ESSAY)

Create a poster/advertisement using persuasive language to encourage someone who is becoming discouraged to accomplish his/her goals

Develop a RAFT paragraph using appropriate transitions to summarize plot from novel

Create a thank you letter to someone who helped to maintain or reach your goals

Write an essay

[2004]

ELA1-K2-2C
[2004]

ELA1-K2-2D
[2004]

ELA1-K2-2E
[2004]

ELA1-K2-2F
[2004]

ELA2-K1-1A
[2004]

ELA2-K1-1C
[2004]

ELA2-K1-1D
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ELA2-K1-1E
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ELA3-K2-2A
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ELA3-K2-2D
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ELA4-K1-1A
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ELA4-K1-1B
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ELA4-K1-1D
[2004]

ELA4-K2-2A
[2004]

ELA4-K2-2B
[2004]

ELA4-K2-2C

self-and peer-selection and reflection?

How can we apply what we have learned about our writing to future assignments?

Review ELA Listening X-Note Strategies

EDITING AND REVISION:

Punctuation, Spelling, Grammar & Capitalization

Predicates

Verbs, Verb Tenses (Past, Present, Future, Perfect and Progressive)

Irregular Verbs

Subject-Verb Agreement

Direct and Indirect Objects

Subject Complements

REQUIRED VOCABULARY:

Unit 3 Scott Foresman

Vocabulary from novel

PORTFOLIO

Continue Portfolio Assessment

comparing/contrasting ambitions/goals

Add scene to play, "Elizabeth Blackwell" including voice to describe the characters and how they change

Recognize how writer's craft affects the mood, setting and characterization in the story *Scott Foresman* Unit 3)

POETRY:

Recognize the distinguishing features of a narrative poem

Develop vivid, descriptive words to create images

Use organizing structures, such as stanzas and vocabulary that encourage emotion and imagination

Develop a personal voice that enables the reader to get to know the writer by creating a humorous poem

LITERARY DEVICES:

Demonstrate effective use of writer's-craft techniques, such as literary devices (mood, repetition, simile humor) when writing about a job they would like to have

ELA PREPARATION:

REVIEW OF TEST-TAKING STRATEGIES:

Use a variety of strategies (e.g. summarizing, forming

[2004]

questions, visualizing and making connections) to support understanding of texts read

Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted

Ask questions to self-monitor comprehension, to clarify understanding and to focus reading

READING AND WRITING:

Compare two stories and accurately write two short responses(RAFT)

Complete graphic organizer based on stories

Write a complete essay in response to question based on stories (ICE)

INDEPENDENT WRITING:

Outline and Write Independent Essay that follows along with *Unit 3 Scott Foresman*

LISTENING:

Listen to two stories and take X-Notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Point out predicates and verbs

Practices Verb-Tenses
(Past, Present, and Future
Perfect and Progressive)

Recognize irregular verbs

Differentiate
Direct/Indirect Objects,
Subject Compliments
Apply
correct editing and revising
skills by peer-editing and
teacher- conferencing

Use correct grammatical
construction

Use prewriting activities
(e.g. brainstorming, note-
taking, freewriting,
outlining, and
paragraphing)

Use the writing process
(e.g., prewriting, drafting,
revising, proofreading, and
editing)

Observe the rules of
punctuation, capitalization,
and spelling

Use signal/transitional
words (e.g., *in addition, for
example, finally, as a
result, finally, as a result,
similarly, and on the other
hand*) to provide clues to
organizational format

Use a variety of spelling
resources such as
dictionaries and spell-
check tools to support
correct spelling

VOCABULARY:

Determine the meaning of
unfamiliar words by using
context, dictionaries,
glossaries and other print
resources, including
electronic resources

Use word recognition skills
and strategies, accurately
and automatically, when
decoding unfamiliar words

Learn grade-level

vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

PORTFOLIO:

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Write personal reactions to experiences, events, and observations, using a form of social communications

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes

	Essential Questions	Content	Skills	Assessments	Standards/Pis	Resources/Notes
Unit 4	LITERATURE/WRITING: THEME: PREJUDICE/COURAGE	LITERATURE/WRITING:	LITERATURE/WRITING:		ELA1-K1-1A [2004]	
	How can understanding the past help us live in the present?	<i>NOVEL:</i> Choose from grade six novels listed from the resource column	Read to collect and interpret data, facts, and ideas from multiple sources		ELA1-K1-1B [2004]	
	Do we need to be courageous in order to fight issues of prejudice?	Analogy	Recognize how new information is related to prior knowledge or experience		ELA1-K1-1C [2004]	
	How can writing personal responses to literature help us to connect the themes to our own lives?	Business letter writing			ELA1-K1-1D [2004]	
	How do ordinary people show courage in the face of difficult situations?	Writing about an author	Use inflection and intonation appropriate to text read and audience		ELA1-K1-1E [2004]	
	How can people develop personal beliefs, preferences, values, and character through past experiences to help turn negative actions into positive feelings?	Literary Craft			ELA1-K1-1F [2004]	
	How does understanding issues of prejudice help us to become more courageous?	How-To Report	Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes		ELA1-K2-2A [2004]	
	How do we teach all people to live and work productively and harmoniously alongside those of different racial and cultural groups, backgrounds, and abilities in our society?	Recipe writing			ELA1-K2-2B [2004]	
		How to write a persuasive essay	Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large		ELA1-K2-2C [2004]	
		Self-Reflection	Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions		ELA1-K2-2D [2004]	
		Myth writing			ELA1-K2-2E [2004]	
		Outlining			ELA1-K2-2F [2004]	
		RAFT (Restate, Answer, For Example(3), Tie Together)			ELA2-K1-1A [2004]	
	ELA PREPARATION:	ICE (Introduce, Cite, Explain)			ELA2-K1-1B [2004]	
How can we enrich our ELA strategies to succeed on New York State Assessments?	Appropriate Transitions (how we use and recognize them)			ELA2-K1-1C [2004]		
Why is the X-Note Strategy an essential tool for Listening Activities?	<i>POETRY:</i>	Share reading experiences to build a relationship with peers or adults: for example, read together aloud with a partner or in small groups		ELA2-K1-1D [2004]		
How can note-taking practice help us become better listeners?	Thematically-related poems on prejudice/courage			ELA2-K1-1E [2004]		
	Unit 4 Scott Foresman Poetry	Read novel, poetry, magazine articles, tall-tales to make connections between texts		ELA2-K2-2A [2004]		
EDITING AND REVISION:				ELA2-K2-2C [2004]		
How can we edit and revise our work to improve our writing?	<i>LITERARY DEVICES:</i>	Understand the characteristics of historical fiction		ELA2-K2-2D [2004]		
How can we vary our sentence openers and write more complex sentences in order to improve our writing performance?	Personification	Analyze the impact of the setting				
	Symbolism					
	Exaggeration	Demonstrate the effective				

VOCABULARY:

How can reading enrich our vocabulary by seeing new words in context and using new words in our writing?

How can we use new vocabulary to critically express the impact of prejudice/courage in our society?

PORTFOLIO:

How can we use voice to capture our audience's attention?

How can portfolio help us to develop as writers?

How can we use literary devices and techniques in our own writing?

How can we apply what we have learned about our writing to future assignments?

Understatement

ELA PREPRATION:

REVIEW OF TEST-TAKING STRATEGIES:

Comprehension Strategies (Before, During, and Post Active Reading)

Marginal Notes & Highlighting Strategies

Short Answer Techniques (RAFT, ICE)

Multiple Choice Strategies (Predict answer, process of elimination, refer to story for proof)

NYS ELA Student Practice Workbook-Unit 4

(Reading, Writing, Listening, & Independent Essay)

Unit and End of Year Skills Test Workbook for Unit 4

(Multiple Choice, Reading Comprehension, Writing & Grammar)

Review ELA Listening X-Notes Strategy

EDITING AND REVISION:

Punctuation, spelling, grammar & capitalization

Adjectives

Superlative Adjectives

Comparative Adjectives

Adverbs

use of writer's craft technique

Use strategies, such as note-taking, semantic webbing or mapping, and outlining, to plan and organize writing

Understand outlining, including the terms main topics, subtopics, and details

Use an outline to summarize, separate, and organize information gathered from at least two sources

Use vivid language such as adjectives, sensory details, figurative language, and transitions to create a mental image

Describe your favorite season by writing an analogy that compares it to something else

Utilize voice to express personal viewpoints and to create a lively paragraph

Write about the life and work of the author of the novel

Point out personal feelings toward the author's work that make his/her writing interesting

Write personal reactions about experiences, events, and observations, using a form of social communication

Listen attentively to poetry and respond to what is heard

Identify similes, point of view and onomatopoeia in poetry

Connect ideas and themes across texts

ELA3-K1-1A [2004]

ELA3-K1-1B [2004]

ELA3-K1-1C [2004]

ELA3-K2-2A [2004]

ELA3-K2-2C [2004]

ELA3-K2-2D [2004]

ELA4-K1-1A [2004]

ELA4-K1-1B [2004]

ELA4-K1-1C [2004]

ELA4-K1-1D [2004]

ELA4-K2-2B [2004]

ELA4-K2-2C [2004]

ELA3-K1-1D [2004]

Misplaced Modifiers

VOCABULARY:

Unit 4 *Scott Foresman*

Vocabulary from novel

PORTFOLIO:

Continue Portfolio
Assessment

Recognize the distinguishing features of a myth

Write original myth by developing characters, creating a setting, and establishing a plot

Write a business letter donating money, goods, or services, and explain these items are being given as a donation.

Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance

Write personal reactions about experiences, events, and observations, using a form of social communication

POETRY:

Listen attentively to poetry and respond to what is heard

Read aloud from a variety of genres, including myth, historical fiction, and tall tale by reciting a poem

Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance

LITERARY DEVICES

Identify how the use of literary devices such as personification and symbolism affect meaning

Point out how the use of exaggeration and understatement are important elements in creating a tall-tale

Understand that symbolism suggests a

meaning beyond literal
meaning

ELA PREPARATION:

*REVIEW OF TEST-TAKING
STRATEGIES*

Ask questions to self-
monitor comprehension,
to clarify understanding
and focus reading

Read grade-level text and
answer literal, inferential,
analytic, and evaluative
questions

READING AND WRITING:

Compare two short stories
and accurately write two
short responses (RAFT)

Complete graphic
organizers based on
stories

Write an extended
response based on stories
(ICE)

INDEPENDENT WRITING:

Outline and write
independent essay that
follows along with *Unit 4*
Scott Foresman

LISTENING:

Listen to two stories and
take X Notes

Produce two short
answers utilizing RAFT

Complete graphic
organizer based on both
stories

Create essay based on
both stories

EDITING AND REVISION:

Correctly spell words within own writing that have been previously studied

Recognize adjectives

Point out comparative and superlative adjectives

Practice use of adverbs

Avoid misplacing modifiers

VOCABULARY:

Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use a thesaurus to identify synonyms and antonyms

PORTFOLIO:

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

			Write personal reactions to experiences, events, and observations, using a form of social communications		
			Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes		
Unit 5	<p>LITERATURE/WRITING: THEME: UNDERSTANDING REALITY VS. FANTASY</p> <p>What can we learn from visiting real and imaginary times and places?</p> <p>How do our journeys affect our perspective about what is important?</p> <p>How do our experiences enlighten our own thoughts and views about the world around us?</p> <p>How does reading about different people, periods, and places help deepen our understanding of the world today?</p> <p>How can our journeys help us to differentiate between what is true and what is false--reality vs. fantasy?</p> <p>What role does fantasy play in encouraging people to pursue their dreams in reality?</p> <p>How does writing help us to organize our thoughts on paper?</p> <p>ELA PREPARATION: How can we apply our ELA strategies to answer multiple choice questions with accuracy and write clear, concise responses?</p> <p>EDITING AND REVISION: How can we revise and edit our</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 novels listed in the resource column</p> <p>How to write an Expository Nonfiction Essay</p> <p>How to write a Fantasy story</p> <p>Advertisement Construction</p> <p>Research Paper (teacher-selected topic)</p> <p><i>POETRY:</i></p> <p>Thematically-related poems re: reality vs. fantasy</p> <p><i>LITERARY DEVICES:</i></p> <p>Specialized and Technical Words</p> <p>Imagery</p> <p>Puns and Word Play</p> <p>Dialect</p>	<p>LITERATURE/WRITING:</p> <p>Identify main ideas and supporting details in text to distinguish relevant and irrelevant information</p> <p>Identify the ways in which characters change and develop throughout a story</p> <p>Interpret characters, plot, setting, and theme, using evidence from the text</p> <p>Define the elements of an Expository Nonfiction Writing piece</p> <p>Identify details that make <i>The Land of Expectations</i> a Fantasy</p> <p>Use at least three sources of information, with appropriate citations, to develop a research paper based on teacher-selected topic</p> <p>Take notes to record and organize relevant data, facts, and ideas</p> <p>Compare and contrast ideas and information from two or three sources</p> <p>Use knowledge of structure, content, and vocabulary to understand text</p> <p>Draw conclusions and make inferences on the</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p>

work to improve our writing and increase our rubric scores?

How can we edit and revise our work to improve our writing?

VOCABULARY:

How does vocabulary enhance the way we speak and write?

How can we enrich our vocabulary by encountering new words in context?

PORTFOLIO:

How can we use voice to capture our audience's attention?

How can portfolio help us to develop as writers?

How can we use literary devices and techniques in our own writing?

How can we apply what we have learned about our writing to future assignments?

Point of View

ELA PREPARATION:

REVIEW OF TEST-TAKING STRATEGIES:

Comprehension Strategies

Marginal Notes and Highlighting Strategies

Short Answer Techniques

Multiple Choice Strategies

NYS ELA Student Workbook Practice for Unit 5(Reading & Writing Task, Listening Task, Independent Essay)

Unit and End of Year Skills Test Workbook for Unit 5 (Multiple Choice Task, Reading Comprehension Task, Writing/Grammar Practice)

Review ELA Listening X Notes Strategy

EDITING AND REVISION:

Punctuation, Spelling, Grammar, and Capitalization

Pronouns

Subject/Object Pronouns and Agreement

Prepositions and Prepositional Phrases

Conjunctions

basis of explicit and implied information

Distinguish between fact and opinion

Recognize that sometimes a statement includes both facts and opinions

Use context clues to figure out word meaning

Use clue words, numbers, and prior knowledge to keep the steps in a process in order, including the steps in a natural process

Identify character traits by analyzing what they think, say, and do and how other characters treat them

Use graphic sources, such as photographd, graphs, timelines, and charts, as well as, facts to create a multimedia presentation

Listen to, analyze, and summarize what the speaker says after an oral presentation

Review the difference between summarizing and paraphrasing

Generate a list of criteria for evaluating a presentation

Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations

Participate cooperatively and collaboratively in group discussions of texts

State main idea or important details of an article or major event in the story

Recognize the distinguishing features of

ELA2-K1-1F [2004]

ELA2-K2-2A [2004]

ELA2-K2-2C [2004]

ELA2-K2-2D [2004]

ELA3-K1-1A [2004]

ELA3-K1-1B [2004]

ELA3-K1-1D [2004]

ELA3-K2-2A [2004]

ELA3-K2-2B [2004]

ELA3-K2-2C [2004]

ELA3-K2-2D [2004]

ELA4-K1-1A [2004]

ELA4-K1-1B [2004]

ELA4-K1-1D [2004]

ELA4-K2-2B [2004]

ELA4-K2-2C [2004]

Interjections

VOCABULARY:

Unit 5 Scott Foresman
(Unfamiliar Words,
Antonyms, Synonyms,

Vocabulary from Novel

PORTFOLIO:

Continue Portfolio
Assessment

expository nonfiction

POETRY:

Listen and respond to
poetry

Identify similes, point of
view, and onomatopoeia
in poetry

LITERARY DEVICES:

Extend knowledge of word
meaning through direct
and indirect means

Understand imagery and
use description to create
images

Recognize how the
author's use of language
creates images or feelings

Recognize the author's
use of word play such as
puns and playful use of
synonyms

Identify examples of
dialect and recognize why
an author uses it

Establish a consistent
point of view (e.g., first or
third person)

ELA PREPARATION:

*REVIEW OF TEST-TAKING
STRATEGIES:*

Evaluate the validity and
accuracy of information,
ideas, themes, opinions,
and experiences in text to
evaluate examples,
details, or reasons used to
support ideas

READING AND WRITING:

Compare two short stories
and accurately write two
short responses (RAFT)

Complete graphic
organizers based on
stories

Write an extended response based on stories (ICE)

INDEPENDENT WRITING:

Outline and write independent essay that follows along with Unit 5
Scott Foresman

LISTENING:

Listen to two stories and take X Notes

Produce two short answers utilizing RAFT

Complete graphic organizer based on both stories

Create essay based on both stories

EDITING AND REVISION:

Correctly spell words within own writing that have been previously studied Recognize Pronouns, Subject/Object Pronouns, Pronoun Agreement Understand Prepositions and Prepositional Phrases

Practice Conjunctions and Interjections

VOCABULARY:

Use word structure knowledge, such as root prefixes, and suffixes to determine meaning

Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of actions, such as using a known word base or a resource such as a glossary to resolve the

difficulty

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Learn grade-level vocabulary through both direct and indirect means

Use a thesaurus to identify synonyms and antonyms

Use knowledge of a variety of decoding strategies, such as letter/sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues and use of semantic (meaning) cues, to read unfamiliar words

PORTFOLIO:

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Write personal reactions to experiences, events, and observations, using a form of social communications

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes

Unit 6	<p>LITERATURE/WRITING: THEME: CREATIVITY</p> <p>How many different ways can people be creative?</p> <p>How can people use their creativity to help solve problems?</p> <p>How can a person's creativity level cause them to believe/disbelieve in him/herself?</p>	<p>LITERATURE/WRITING:</p> <p><i>NOVEL:</i> Choose from Grade 6 novels listed in the resource column</p> <p>How to Write a Creative Essay</p> <p>Thank-You Letter construction</p> <p>Organizing Information</p> <p>Book Review</p> <p>Editorial</p> <p>Questions for Investigation - How do we form/develop investigative questions?</p> <p>Broaden Vocabulary</p> <p>Information Organization</p> <p>Persuasive Technique</p>	<p>LITERATURE/WRITING:</p> <p>Recognize how one's own point of view contributes to forming an opinion about information and ideas</p> <p>Identify qualities that make the character's lifestyle interesting</p> <p>Extend knowledge of word meaning through direct and indirect means</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p>	
	<p>ELA PREPARATION:</p> <p>How can we exercise our ELA strategies to multiple choice questions with accuracy and written responses with ample text support?</p> <p>How can we enrich our vocabulary by encountering new words in context and using new words in our writing?</p>	<p>Fluent Reading Development</p>	<p>Recognize organizational formats to assist in comprehension of information texts</p>		<p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p>	
	<p>EDITING/REVISION:</p> <p>How can we revise and edit our work to improve our writing and increase our rubric scores?</p> <p>How can we revise and edit our work to use more creative/visual language to improve our writing and increase our rubric scores?</p>	<p><i>POETRY:</i></p> <p>Thematically-related poems re: creativity-what is it, how does it effect a person's point of view?</p>	<p>Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance</p>		<p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p>	
	<p>VOCABULARY:</p> <p>How does vocabulary enrich the way we speak?</p> <p>How does vocabulary enrich our creative use of language (orally and written)?</p>	<p><i>LITERARY DEVICES:</i></p> <p>Flashback</p> <p>Metaphor</p>	<p>Define the elements of narrative non-fiction</p>		<p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p>	
	<p>How can expanding our vocabulary with new words improve our writing?</p>	<p>Jargon</p>	<p>Recognize the characteristics of Science Fiction</p>		<p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p>	
	<p>PORTFOLIO:</p> <p>How can portfolio help us to develop as writers?</p>	<p>Literary Craft</p>	<p>State or summarize a main idea and support it or elaborate on it with relevant details</p>		<p>ELA2-K1-1F [2004]</p>	
	<p>How can we apply what we have learned about our writing to future assignments?</p>	<p>ELA PREPARATION:</p> <p><i>REVIEW OF TEST-TAKING STRATEGIES:</i></p>	<p>Participate cooperatively and collaboratively in group discussions of texts</p>		<p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p>	
	<p>How can we use portfolio assessment to display our growth as we develop our writing, editing,</p>	<p>Comprehension Strategies (Before, During, and Post Active Reading)</p>			<p>ELA3-K1-1A [2004]</p>	

revising, and reflection skills?

Marginal Notes and
Highlighting Strategies

Short Answer
Techniques (RAFT, ICE)

Multiple Choice
Strategies (Predict answer,
process of elimination,
refer to story for proof)

*NYS ELA Student
Workbook Practice-Unit 6*

(Reading & Writing Task,
Listening Task,
Independent Essay)

*Unit and End of Year Skills
Test Workbook for Unit 6*

(Multiple Choice Task,
Reading Comprehension
Task, Writing/Grammar
Practice)

Review ELA Listening 'X'
Notes Strategy

**EDITING AND
REVISION:**

Punctuation, Spelling,
Grammar and
Capitalization

Proper Nouns and Proper
Adjectives

Compound Subjects and
Objects

Commas

Quotation marks and
Paragraph Indentation

Semicolons, Colons,
Hyphens

Share reading experiences
to build a relationship with
peers or adults; for
example, read together
silently or aloud with a
partner or in small
groups

Present a point of view or
interpretation of the text,
such as its theme or the
author's intended
message, and support it
with relevant details from
the text

Select an organization
pattern for writing that
effectively communicates
the topic and purpose of
the text to the intended
audience

Publish writing in a variety
of presentation or display
mediums, for a variety of
audiences

Review note-taking tips
and read a sample set of
notes

Express an opinion or
judgment about
information, ideas,
opinions, themes, and
experiences in books,
essays, articles, and
advertisements

Draw conclusions and
make inferences on the
basis of explicit and
implied information, with
assistance

Evaluate examples,
details, or reasons used to
support ideas

POETRY:

**ELA3-K1-1B
[2004]**

**ELA3-K1-1D
[2004]**

**ELA3-K2-2A
[2004]**

**ELA3-K2-2D
[2004]**

**ELA4-K1-1A
[2004]**

**ELA4-K1-1B
[2004]**

**ELA4-K1-1D
[2004]**

**ELA4-K2-2A
[2004]**

**ELA4-K2-2B
[2004]**

**ELA4-K2-2C
[2004]**

VOCABULARY

Unit 6 Scott Foresman

Vocabulary from novel

PORTFOLIO

Conclude Portfolio
Assessment

Read aloud from a variety of genres by reciting teacher-selected creative poems

LITERARY DEVICES:

Identify how the use of literary devices such as flashback, metaphor, and jargon affect meaning

ELA PREPARATION:

REVIEW OF TEST-TAKING STRATEGIES:

Ask questions to self-monitor comprehension, to clarify understanding and focus on reading

Read grade-level text and answer literal, inferential, analytic, and evaluative questions

READING AND WRITING:

Complete *Unit 6 Scott Foresman End of the Year Skills Test Book*

Complete *Unit 6 Scott Foresman Unit Test for NYS (Orange Book) Part 2 Reading and Part 3 Writing*

INDEPENDENT ESSAY:

Write an Independent Essay in *Unit 6 Scott Foresman Unit Test for NYS (Orange Book)*

LISTENING:

Listen to two stories and take X-notes

Answer short responses utilizing RAFT technique

Complete graphic organizer based on both short stories

Write extended response essay

Listen attentively, for an extended period of time, to a variety of texts read aloud

Listen attentively for different purposes, both student-determined and teacher-determined

EDITING AND REVISION:

Implement proper Capitalization

Practice the correct use of commas

Recognize when to use Quotation Marks and Indentation appropriately

Develop the proper use of Contractions

Point out and fill-in the proper use of semicolons, colons, and hyphens

VOCABULARY:

Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

Extend knowledge of word meaning through direct and indirect means

Use a thesaurus to identify synonyms, homophones, antonyms

Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words

PORTFOLIO:

Ready portfolio for final evaluation

Select pieces to revise and edit

Self-and peer reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Write personal reactions to experiences, events, and observations, using a form of social communications

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Key to Standards used in this Map						
ELA1-K1-1A [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience. [Intermediate]						
ELA1-K1-1B [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - compare and synthesize information from different sources. [Intermediate]						
ELA1-K1-1C [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - use a wide variety of strategies for selecting, organizing, and categorizing information. [Intermediate]						
ELA1-K1-1D [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - distinguish between relevant and irrelevant information and between fact and opinion. [Intermediate]						
ELA1-K1-1E [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - relate new information to prior knowledge and experience. [Intermediate]						
ELA1-K1-1F [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details. [Intermediate]						
ELA1-K2-2A [2004] [5 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - produce oral and written reports on topics related to all school subjects. [Intermediate]						
ELA1-K2-2B [2004] [3 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented. [Intermediate]						
ELA1-K2-2C [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - organize information according to an identifiable structure, such as compare/contrast or general to specific. [Intermediate]						
ELA1-K2-2D [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material. [Intermediate]						
ELA1-K2-2E [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts. [Intermediate]						
ELA1-K2-2F [2004] [6 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling. [Intermediate]						
ELA2-K1-1A [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and view texts and performances from a wide range of authors, subjects, and genres. [Intermediate]						
ELA2-K1-1B [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. [Intermediate]						
ELA2-K1-1C [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work. [Intermediate]						
ELA2-K1-1D [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - recognize different levels of meaning. [Intermediate]						
ELA2-K1-1E [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud with expression, conveying the meaning and mood of a work. [Intermediate]						
ELA2-K1-1F [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit based on an understanding of the genre and the literary elements. [Intermediate]						
ELA2-K2-2A [2004] [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. [Intermediate]						
ELA2-K2-2C [2004] [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. [Intermediate]						
ELA2-K2-2D [2004] [5 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English effectively. [Intermediate]						
ELA3-K1-1A [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials. [Intermediate]						
ELA3-K1-1B [2004] [3 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial). [Intermediate]						
ELA3-K1-1C [2004] [3 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.). [Intermediate]						

ELA3-K1-1D [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own and others work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches. [Intermediate]

ELA3-K2-2A [2004] [6 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments. [Intermediate]

ELA3-K2-2B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis). [Intermediate]

ELA3-K2-2C [2004] [3 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate). [Intermediate]

ELA3-K2-2D [2004] [6 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English, precise vocabulary, and presentational strategies effectively to influence an audience. [Intermediate]

ELA4-K1-1A [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively to others and build on others ideas in conversations with peers and adults. [Intermediate]

ELA4-K1-1B [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - express ideas and concerns clearly and respectfully in conversations and group discussions. [Intermediate]

ELA4-K1-1C [2004] [1 occurrence] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - learn some words and expressions in another language to communicate with a peer or adult who speaks that language. [Intermediate]

ELA4-K1-1D [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1D - use verbal and nonverbal skills to improve communication with others. [Intermediate]

ELA4-K2-2A [2004] [4 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users. [Intermediate]

ELA4-K2-2B [2004] [5 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message. [Intermediate]

ELA4-K2-2C [2004] [6 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing. [Intermediate]