

Vermilion Local School District

Course of Study

K-12 English-Language Arts



Adopted July, 2023

VLSD Board of Education

Courses of study are created and adopted in accordance with VLSD policies listed below:

PO 2141-Assessment of Educational Resources

PO 2210-Curriculum Development

PO 2220-Adoption of Courses of Study

PO 2510-Adoption of Textbooks

PO 2520-Selection of Instructional Materials and Equipment

PO 2623-Student Assessment and Academic Intervention Services

This course of study is current as of the date above and is subject to change due to varying policy, law or curriculum material availability. Instructional unit sequence and length within classes is approximate and subject to change.

ELA - Kindergarten

Vermilion Local School District

UNITS (4/4 SELECTED)		SUGGESTED DURATION
	Unit 1: Q. 1 September/October	5 lessons
	Unit 2: Q.2 November/December	1 lessons
	Unit 3: Q. 3 January/Feb./March	1 lessons
	Unit 4: Q. 4 March/ April/ May	1 lessons

Unit 1: Q. 1 September/October

ELA - Kindergarten - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

***Tracks Print**

***Identifies Rhyming Words (listen not produce)**

***Identifies Uppercase/Lowercase Letters**

***Identifies Letter Sounds**

***Sorts Common Objects**

***Story Elements**

***Story Retell/Sequence**

***Mechanics of Writing**

***Vocabulary**

***Sight Words**

***Comprehension (story)**

Unit 1: Q. 1 September/October

ELA - Kindergarten - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

***Tracks Print:** teacher models read aloud, theme based mini books, Wonders leveled books, Scholastic Weekly Readers, pocket chart activities, LEXIA, Chit Chat activities, QR code read alouds

***Identifies Rhyming Words:** Brain Pop Jr. video, stories with rhyming words, practice worksheets, SMARTBOARD activities, classroom games, center-based activities, YOUTUBE videos, pocket chart activities, LEXIA, Foundations, Chit Chat activities, Heggerty, write the room

***Identifies Uppercase and Lowercase Letters:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter identification in books/text, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, name practice, Heggerty

***Identifies Letter Sounds:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter- sound identification within text/words, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, Heggerty

***Sorts Common Objects:** modeling, practice worksheets, practice games/activities in pocket chart, Chit Chat activities

***Story Elements:** read alouds, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Story Retell:** read alouds, oral responses, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Writing:** morning message, writing journals, modeling within activities, Chit Chat activities

***Vocabulary:** Wonders read alouds and vocabulary cards, read aloud vocabulary, thematic vocabulary in nonfiction text, Butter It Up worksheets for Sight Words, SMARTBOARD flashcards with words, write the room, YOUTUBE videos

Unit 1: Q. 1 September/October

ELA - Kindergarten - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

***Tracks Print:** Students will be able to track print from left to right, top to bottom, and to turn the pages of the text appropriately.

***Identifies Rhyming Words:** When given two words, students will identify whether the two words rhyme (sound the same at the end) or do not rhyme.

***Identifies Uppercase/Lowercase Letters:** When shown a letter, students will be able to give the letter name for 26 uppercase and 26 lowercase letters.

***Identifies Sounds:** Students will be able to identify the sounds each letter makes.

***Sorts Common Objects:** Students will be able to identify an item/picture that does not belong in a group of other items/pictures and will be able to state why it does not belong.

***Story Elements:** Students will be able to identify character, setting, problem, solution in a story.

***Story Retell:** Students will be able to identify the beginning, middle, and ending of a story.

***Writing:** Students will be able to form taught letters correctly (from Foundations). Students will be able to use hand/eye coordination to copy a thematic word off the SMARTBOARD.

***Vocabulary:** Students will be able to identify the meaning of new vocabulary words from a text.

Unit 1: Q. 1 September/October

ELA - Kindergarten - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ALL ASSESSMENTS GIVEN 1:1 FOR KINDERGARTEN.

FALL MAP TESTING (September)

***Tracks Print:** When given a grade level text, students will move their fingers while the teacher reads the text aloud. The finger should move from left to right, top to bottom. Teacher will ask students what to do when the student reaches the end of the text (student should turn the page correctly).

***Identifies Rhyming Words:** Teacher will say two words aloud (example: cat, hat). Teacher will ask students if the words rhyme. Student will respond yes or no.

***Identifies Letter Sounds:**

When asked “What sound does :letter: make?”, the student will make the sound that corresponds to the letter.

***Sorts Common Objects:** Students will be given a row of 4 pictures. One picture will not belong. Students will be asked which picture does not belong and why? Students must give their reason for the picture not belonging with the other pictures.

***Story Elements:** Through read alouds and story follow up craftivities, students will be asked to identify story elements in a fiction story.

***Story Retell:** When the teacher concludes a story, students will be asked to orally retell a story.

***Writing:** Students will write on dry erase boards as part of the Foundation program. Students will write thematic words in their writing journals weekly.

STANDARDS

Ohio - Kindergarten - English Language Arts ELA
RF.K.1
Demonstrate understanding of the organization and basic features of print.
RF.K.1.a
Follow words from left to right, top to bottom, and page by page.
RF.K.1.b
Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c

Unit 1: Q. 1 September/October
ELA - Kindergarten - *Last Updated on June 29, 2023*

Understand that words are separated by spaces in print.
RF.K.1.d
Recognize and name all upper- and lowercase letters of the alphabet.
L.K.5.a
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RF.K.3.a
Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Unit 2: Q.2 November/December

ELA - Kindergarten - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

***Tracks Print**

***Identifies Rhyming Words**

***Identifies Uppercase/Lowercase Letters**

***Identifies Letter Sounds**

***Sorts Common Objects**

***Identify Syllables in Words**

***Identify Opposites**

***Answer “WH” Questions**

***Story Elements**

***Story Retell/Sequence**

***Mechanics of Writing**

***Vocabulary**

***Sight Words**

Unit 2: Q.2 November/December

ELA - Kindergarten - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

***Tracks Print:** teacher models read aloud, theme based mini books, Wonders leveled books, Scholastic Weekly Readers, pocket chart activities, LEXIA, Chit Chat activities, QR code read alouds

***Identifies Rhyming Words:** Brain Pop Jr. video, stories with rhyming words, practice worksheets, SMARTBOARD activities, classroom games, center-based activities, YOUTUBE videos, pocket chart activities, LEXIA, Foundations, Chit Chat activities, Heggerty, write the room

***Identifies Uppercase and Lowercase Letters:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter identification in books/text, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, name practice, Heggerty

***Identifies Letter Sounds:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter- sound identification within text/words, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, Heggerty

***Sorts Common Objects:** modeling, practice worksheets, practice games/activities in pocket chart, Chit Chat activities

***Story Elements:** read alouds, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Story Retell:** read alouds, oral responses, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Writing:** morning message, writing journals, modeling within activities, Chit Chat activities

***Vocabulary:** Wonders read alouds and vocabulary cards, read aloud vocabulary, thematic vocabulary in nonfiction text, Butter It Up worksheets for Sight Words, SMARTBOARD flashcards with words, write the room, YOUTUBE videos

***Syllables:** Chit Chat practice, worksheets, practice during calendar block, Heggerty, Foundations, LEXIA, oral practice

***Opposites:** YOUTUBE videos, Brain Pop Jr. video, worksheets, Chit Chat practice, read alouds, LEXIA, oral practice\

***WH Questions:** oral responses to WH questions within conversations or story read alouds

Unit 2: Q.2 November/December

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COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

***Tracks Print:** Students will be able to track print from left to right, top to bottom, and to turn the pages of the text appropriately.

***Identifies Rhyming Words:** When given two words, students will identify whether the two words rhyme (sound the same at the end) or do not rhyme.

***Identifies Uppercase/Lowercase Letters:** When shown a letter, students will be able to give the letter name for 26 uppercase and 26 lowercase letters.

***Identifies Sounds:** Students will be able to identify the sounds each letter makes.

***Sorts Common Objects:** Students will be able to identify an item/picture that does not belong in a group of other items/pictures and will be able to state why it does not belong.

***Story Elements:** Students will be able to identify character, setting, problem, solution in a story.

***Story Retell:** Students will be able to identify the beginning, middle, and ending of a story.

***Writing:** Students will be able to form taught letters correctly (from Foundations). Students will be able to use hand/eye coordination to copy a thematic word off the SMARTBOARD.

***Vocabulary:** Students will be able to identify the meaning of new vocabulary words from a text.

***Identify Syllables in Words:** Students will be able to identify how many parts are in words.

***Identify Opposites:** Students will understand and be able to identify the opposites of verbs and adjectives.

***Answer “WH” Questions:** When given a question that begins with “WH”, students will respond correctly (who, what, where, when, why)

Unit 2: Q.2 November/December

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SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ALL ASSESSMENTS GIVEN 1:1 FOR KINDERGARTEN.

***Tracks Print:** When given a grade level text, students will move their fingers while the teacher reads the text aloud. The finger should move from left to right, top to bottom. Teacher will ask students what to do when the student reaches the end of the text (student should turn the page correctly).

***Identifies Rhyming Words:** Teacher will say two words aloud (example: cat, hat). Teacher will ask students if the words rhyme. Student will respond yes or no.

***Identifies Letter Sounds:**

When asked “What sound does :letter: make?”, the student will make the sound that corresponds to the letter.

***Sorts Common Objects:** Students will be given a row of 4 pictures. One picture will not belong. Students will be asked which picture does not belong and why? Students must give their reason for the picture not belonging with the other pictures.

***Story Elements:** Through read alouds and story follow up craftivities, students will be asked to identify story elements in a fiction story.

***Story Retell:** When the teacher concludes a story, students will be asked to orally retell a story.

***Writing:** Students will write on dry erase boards as part of the Foundation program. Students will write thematic words in their writing journals weekly.

***Identify Syllables in Words:** The teacher will give a student a word (example: pencil) and ask how many parts are in the word. Students will give a numerical response.

***Identify Opposites:** Students will be given a verb or adjective orally and will be asked to give the opposite: example: hot, students should respond with cold.

***Answer “WH” Questions:** Using the Kindergarten assessment questions created as a team, students will be asked a question and will respond to the corresponding questions.

STANDARDS

Ohio - Kindergarten - English Language Arts ELA

RF.K.2.a

Recognize and produce rhyming words.

RF.K.1.a

Follow words from left to right, top to bottom, and page by page.

Unit 2: Q.2 November/December

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RF.K.1.b
Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c
Understand that words are separated by spaces in print.
RF.K.1.d
Recognize and name all upper- and lowercase letters of the alphabet.
L.K.5.a
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
RF.K.3.a
Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.2.b
Count, pronounce, blend, and segment syllables in spoken words.
L.K.5.b
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
L.K.1.d
Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
RF.K.3.c
Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Unit 3: Q. 3 January/Feb./March

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Tracks Print

2. Produces Rhyming Words

Identifies Uppercase/Lowercase Letters

***Identifies Letter Sounds**

***Sorts Common Objects**

***Story Elements**

***Story Retell**

Writing

Sight Words

Vocabulary

***Sight Words**

***Identify Syllables in Words**

***Identify Opposites**

***Answer “WH” Questions**

***Spell Words Phonetically**

***Write the Alphabet (Uppercase and Lowercase)**

Identify/Produce Vowel Sounds

Phonetic Spelling

***Identify nouns, verbs, and adjectives**

***Identify word families**

Unit 3: Q. 3 January/Feb./March

ELA - Kindergarten - *Last Updated on June 29, 2023*

***Identify blends and digraphs in words**

Unit 3: Q. 3 January/Feb./March

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

***Tracks Print:** teacher models read aloud, theme based mini books, Wonders leveled books, Scholastic Weekly Readers, pocket chart activities, LEXIA, Chit Chat activities, QR code read alouds

***Producing Rhyming Words:** Brain Pop Jr. video, stories with rhyming words, practice worksheets, SMARTBOARD activities, classroom games, center-based activities, YOUTUBE videos, pocket chart activities, LEXIA, Foundations, Chit Chat activities, Heggerty, write the room

***Identifies Uppercase and Lowercase Letters:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter identification in books/text, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, name practice, Heggerty

***Identifies Letter Sounds:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter- sound identification within text/words, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, Heggerty

***Sorts Common Objects:** modeling, practice worksheets, practice games/activities in pocket chart, Chit Chat activities

***Story Elements:** read alouds, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Story Retell:** read alouds, oral responses, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Writing:** morning message, writing journals, modeling within activities, Chit Chat activities

***Vocabulary:** Wonders read alouds and vocabulary cards, read aloud vocabulary, thematic vocabulary in nonfiction text, Butter It Up worksheets for Sight Words, SMARTBOARD flashcards with words, write the room, YOUTUBE videos

***Syllables:** Chit Chat practice, worksheets, practice during calendar block, Heggerty, Foundations, LEXIA, oral practice

***Opposites:** YOUTUBE videos, Brain Pop Jr. video, worksheets, Chit Chat practice, read alouds, LEXIA, oral practice.

***WH Questions:** oral responses to WH questions within conversations or story read alouds

***Spell Words Phonetically:** Foundations, Chit Chat practice, small group center based activities, worksheets, shaving cream writing (fine motor practice), dry erase boards, SMARTBOARD activities, Daily 5/independent work activities, LEXIA

Unit 3: Q. 3 January/Feb./March

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***Write the Alphabet (Uppercase and Lowercase):** shaving cream writing, pencil/paper, dry erase, Foundations- sky writing and notebook

***Identify/Produce Vowel Sounds:** Foundations, Heggerty, flashcards, YOUTUBE videos

***Identify nouns, verbs, and adjectives:** class games, YOUTUBE videos, Wonders, books/read alouds, LEXIA, worksheets, pocket chart activities

***Identify word families:** worksheet practices, mini books, Write the Room, YOUTUBE videos, center-based activities/games, Foundations, Heggerty

***Identify blends and digraphs in words:** worksheet practice, Youtube videos, read alouds, Write the Room

Unit 3: Q. 3 January/Feb./March

ELA - Kindergarten - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

***Tracks Print:** Students will be able to track print from left to right, top to bottom, and to turn the pages of the text appropriately.

***Produces Rhyming Words:** When given a word, students will provide a rhyming.

***Identifies Uppercase/Lowercase Letters:** When shown a letter, students will be able to give the letter name for 26 uppercase and 26 lowercase letters.

***Identifies Sounds:** Students will be able to identify the sounds each letter makes.

***Sorts Common Objects:** Students will be able to identify an item/picture that does not belong in a group of other items/pictures and will be able to state why it does not belong.

***Story Elements:** Students will be able to identify character, setting, problem, solution in a story.

***Story Retell:** Students will be able to identify the beginning, middle, and ending of a story.

***Writing:** Students will be able to form taught letters correctly (from Foundations). Students will be able to use hand/eye coordination to copy a thematic word off the SMARTBOARD.

***Vocabulary:** Students will be able to identify the meaning of new vocabulary words from a text.

***Identify Syllables in Words:** Students will be able to identify how many parts are in words.

***Identify Opposites:** Students will understand and be able to identify the opposites of verbs and adjectives.

***Answer “WH” Questions:** When given a question that begins with “WH”, students will respond correctly (who, what, where, when, why)

***Spell Words Phonetically:** Students will be able to identify the three sounds in CVC words and spell the word.

***Write the Alphabet (Uppercase and Lowercase):** Students will be able to write both the uppercase and lowercase letters of the alphabet with correct letter formation.

***Identify/Produce Vowel Sounds:** Students will be able to produce both long and short vowel sounds.

***Identify nouns, verbs, and adjectives:** Students will be able to identify a person, place and thing, an action word and a describing word.

***Identify Word Families:** Students will be able to identify words in the same word family as rhyming words that sound the same and are spelled the same way at the end of the word.

Unit 3: Q. 3 January/Feb./March

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***Identify blends and digraphs in words:** Students will identify blends and digraphs within a word.

Unit 3: Q. 3 January/Feb./March

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SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ALL ASSESSMENTS GIVEN 1:1 FOR KINDERGARTEN.

WINTER MAP TESTING (January)

***Tracks Print:** When given a grade level text, students will move their fingers while the teacher reads the text aloud. The finger should move from left to right, top to bottom. Teacher will ask students what to do when the student reaches the end of the text (student should turn the page correctly).

***Produces Rhyming Words:** Teacher will provide a student with a word. The student will give a word that rhymes with the teacher's word. Oral assessment.

***Identifies Letter Sounds:**

When asked “What sound does :letter: make?”, the student will make the sound that corresponds to the letter.

***Sorts Common Objects:** Students will be given a row of 4 pictures. One picture will not belong. Students will be asked which picture does not belong and why? Students must give their reason for the picture not belonging with the other pictures.

***Story Elements:** Through read alouds and story follow up craftivities, students will be asked to identify story elements in a fiction story.

***Story Retell:** When the teacher concludes a story, students will be asked to orally retell a story.

***Writing:** Students will write on dry erase boards as part of the Foundation program. Students will write thematic words in their writing journals weekly.

***Identify Syllables in Words:** The teacher will give a student a word (example: pencil) and ask how many parts are in the word. Students will give a numerical response.

***Identify Opposites:** Students will be given a verb or adjective orally and will be asked to give the opposite: example: hot, students should respond with cold.

***Answer “WH” Questions:** Using the Kindergarten assessment questions created as a team, students will be asked a question and will respond to the corresponding questions.

***Spell Words Phonetically:** The student will receive a Foundation magnetic board. The teacher will give a CVC word such as “sun”. The students will use the Foundation letter tiles to spell the CVC word.

***Write the Alphabet (Uppercase and Lowercase):** Using a pencil and lined paper, students will write both the uppercase and lowercase letters of the alphabet (untimed).

***Identify/Produce Vowel Sounds:** When asked, students will produce the correct vowel sound (example: what sound does short a make? What sound does long a make?)

***Identify nouns, verbs, and adjectives:** Assessments are informal observations during activities, completion of worksheets

***Identify Word Families:** Assessment is informal completion of worksheet, completion of class game, observation,

Unit 3: Q. 3 January/Feb./March

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Foundation assessment

***Identify blends and digraphs in words:** Informal assessment- observation, completion of mini books, worksheets, small group and whole group participation, Foundation assessment

STANDARDS

Ohio - Kindergarten - English Language Arts ELA

RF.K.1.a

Follow words from left to right, top to bottom, and page by page.

RF.K.1.b

Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1.c

Understand that words are separated by spaces in print.

RF.K.1.d

Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2.a

Recognize and produce rhyming words.

RF.K.2.b

Count, pronounce, blend, and segment syllables in spoken words.

RF.K.3.a

Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3.c

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

L.K.1.d

Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).

L.K.5.a

Unit 3: Q. 3 January/Feb./March

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Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

L.K.5.b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).

L.K.2.d

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.2.c

Write a letter or letters for most consonant and short-vowel phonemes (sounds).

Unit 4: Q. 4 March/ April/ May

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

***Tracks Print**

***Produces Rhyming Words**

***Identifies Uppercase/Lowercase Letters**

***Identifies Letter Sounds**

***Sorts Common Objects**

***Story Elements**

***Story Retell**

***:Writing**

***Vocabulary**

***Sight Words**

***Identify Syllables in Words**

***Identify Opposites**

***Answer “WH” Questions**

***Spell Words Phonetically**

***Write the Alphabet (Uppercase and Lowercase)**

***Identify/Produce Vowel Sounds**

***Identify nouns, verbs, and adjectives**

***Identify word families**

***Identify blends and digraphs in words**

***Blending CVC words (identifying beginning, middle and ending sounds)**

Unit 4: Q. 4 March/ April/ May

ELA - Kindergarten - *Last Updated on June 29, 2023*

***Touch read a decodable text with understand**

***Retells and sequences events of a story with words and pictures**

Unit 4: Q. 4 March/ April/ May

ELA - Kindergarten - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

***Tracks Print:** teacher models read aloud, theme based mini books, Wonders leveled books, Scholastic Weekly Readers, pocket chart activities, LEXIA, Chit Chat activities, QR code read alouds

***Producing Rhyming Words:** Brain Pop Jr. video, stories with rhyming words, practice worksheets, SMARTBOARD activities, classroom games, center-based activities, YOUTUBE videos, pocket chart activities, LEXIA, Foundations, Chit Chat activities, Heggerty, write the room

***Identifies Uppercase and Lowercase Letters:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter identification in books/text, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, name practice, Heggerty

***Identifies Letter Sounds:** letter/alphabet games, YOUTUBE videos, pocket chart activities, LEXIA, center-based activities, letter- sound identification within text/words, flashcards, Foundations, SMARTBOARD activities, practice/review worksheets, Chit Chat activities, Heggerty

***Sorts Common Objects:** modeling, practice worksheets, practice games/activities in pocket chart, Chit Chat activities

***Story Elements:** read alouds, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Story Retell:** read alouds, oral responses, story follow-up craftivities, pocket chart/felt board activities, worksheets, Chit Chat activities

***Writing:** morning message, writing journals, modeling within activities, Chit Chat activities

***Vocabulary:** Wonders read alouds and vocabulary cards, read aloud vocabulary, thematic vocabulary in nonfiction text, Butter It Up worksheets for Sight Words, SMARTBOARD flashcards with words, write the room, YOUTUBE videos

***Syllables:** Chit Chat practice, worksheets, practice during calendar block, Heggerty, Foundations, LEXIA, oral practice

***Opposites:** YOUTUBE videos, Brain Pop Jr. video, worksheets, Chit Chat practice, read alouds, LEXIA, oral practice.

***WH Questions:** oral responses to WH questions within conversations or story read alouds

***Spell Words Phonetically:** Foundations, Chit Chat practice, small group center based activities, worksheets, shaving cream writing (fine motor practice), dry erase boards, SMARTBOARD activities, Daily 5/independent work activities, LEXIA

***Write the Alphabet (Uppercase and Lowercase):** shaving cream writing, pencil/paper, dry erase, Foundations- sky writing and notebook

***Identify/Produce Vowel Sounds:** Foundations, Heggerty, flashcards, YOUTUBE videos

***Identify nouns, verbs, and adjectives:** class games, YOUTUBE videos, Wonders, books/read alouds, LEXIA,

Unit 4: Q. 4 March/ April/ May

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worksheets, pocket chart activities

***Identify word families:** worksheet practices, mini books, Write the Room, YOUTUBE videos, center-based activities/games, Foundations, Heggerty

***Identify blends and digraphs in words:** worksheet practice, Youtube videos, read alouds, Write the Room, Foundations, Heggerty

***Blending CVC words (identifying beginning, middle and ending sounds):** Foundations, Heggerty, small group intervention blocks, worksheets, center activities, SMARTBOARD activities, mini books

***Touch read a decodable text with understand:** emergent readers from Wonders, mini books

***Retells and sequences events of a story with words and pictures:** journals, morning message

Unit 4: Q. 4 March/ April/ May

ELA - Kindergarten - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Tracks Print: Students will be able to track print from left to right, top to bottom, and to turn the pages of the text appropriately.

***Produces Rhyming Words:** When given a word, students will provide a rhyming.

***Identifies Uppercase/Lowercase Letters:** When shown a letter, students will be able to give the letter name for 26 uppercase and 26 lowercase letters.

***Identifies Sounds:** Students will be able to identify the sounds each letter makes.

***Sorts Common Objects:** Students will be able to identify an item/picture that does not belong in a group of other items/pictures and will be able to state why it does not belong.

***Story Elements:** Students will be able to identify character, setting, problem, solution in a story.

***Story Retell:** Students will be able to identify the beginning, middle, and ending of a story.

***Writing:** Students will be able to form taught letters correctly (from Foundations). Students will be able to use hand/eye coordination to copy a thematic word off the SMARTBOARD.

***Vocabulary:** Students will be able to identify the meaning of new vocabulary words from a text.

***Identify Syllables in Words:** Students will be able to identify how many parts are in words.

***Identify Opposites:** Students will understand and be able to identify the opposites of verbs and adjectives.

***Answer “WH” Questions:** When given a question that begins with “WH”, students will respond correctly (who, what, where, when, why)

***Spell Words Phonetically:** Students will be able to identify the three sounds in CVC words and spell the word.

***Write the Alphabet (Uppercase and Lowercase):** Students will be able to write both the uppercase and lowercase letters of the alphabet with correct letter formation.

***Identify/Produce Vowel Sounds:** Students will be able to produce both long and short vowel sounds.

***Identify nouns, verbs, and adjectives:** Students will be able to identify a person, place and thing, an action word and a describing word.

***Identify Word Families:** Students will be able to identify words in the same word family as rhyming words that sound the same and are spelled the same way at the end of the word.

Unit 4: Q. 4 March/ April/ May

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***Identify blends and digraphs in words:** Students will identify blends and digraphs within a word.

***Identify blends and digraphs in words:** Students will be able to identify beginning and ending blends and digraphs in words.

***Blending CVC words (identifying beginning, middle and ending sounds):** When given a word, students will be able to tap out and identify the beginning, middle and ending sounds of CVC words.

***Touch read a decodable text with understanding:** Students will be able to read a grade level text and comprehend what is read.

***Retells and sequences events of a story with words and pictures:** Students will retell a story with a sequence of events through writing and illustrations.

Unit 4: Q. 4 March/ April/ May

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SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ALL ASSESSMENTS GIVEN 1:1 FOR KINDERGARTEN.

Spring MAP Testing (April)

***Tracks Print:** When given a grade level text, students will move their fingers while the teacher reads the text aloud. The finger should move from left to right, top to bottom. Teacher will ask students what to do when the student reaches the end of the text (student should turn the page correctly).

***Produces Rhyming Words:** Teacher will provide a student with a word. The student will give a word that rhymes with the teacher's word. Oral assessment.

***Identifies Letter Sounds:**

When asked “What sound does :letter: make?”, the student will make the sound that corresponds to the letter.

***Sorts Common Objects:** Students will be given a row of 4 pictures. One picture will not belong. Students will be asked which picture does not belong and why? Students must give their reason for the picture not belonging with the other pictures.

***Story Elements:** Through read alouds and story follow up craftivities, students will be asked to identify story elements in a fiction story.

***Story Retell:** When the teacher concludes a story, students will be asked to orally retell a story.

***Writing:** Students will write on dry erase boards as part of the Foundations program. Students will write thematic words in their writing journals weekly.

***Identify Syllables in Words:** The teacher will give a student a word (example: pencil) and ask how many parts are in the word. Students will give a numerical response.

***Identify Opposites:** Students will be given a verb or adjective orally and will be asked to give the opposite: example: hot, students should respond with cold.

***Answer “WH” Questions:** Using the Kindergarten assessment questions created as a team, students will be asked a question and will respond to the corresponding questions.

***Spell Words Phonetically:** The student will receive a Foundation magnetic board. The teacher will give a CVC word such as “sun”. The students will use the Foundation letter tiles to spell the CVC word.

***Write the Alphabet (Uppercase and Lowercase):** Using a pencil and lined paper, students will write both the uppercase and lowercase letters of the alphabet (untimed).

***Identify/Produce Vowel Sounds:** When asked, students will produce the correct vowel sound (example: what sound does short a make? What sound does long a make?)

***Identify nouns, verbs, and adjectives:** Assessments are informal observations during activities, completion of worksheets

***Identify Word Families:** Assessment is informal completion of worksheet, completion of class game, observation,

Unit 4: Q. 4 March/ April/ May

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Foundation assessment

***Identify blends and digraphs in words:** Informal assessment- observation, completion of mini books, worksheets, small group and whole group participation, Foundation assessment

***Blending CVC words (identifying beginning, middle and ending sounds):** Foundations assessments, students will be assessed one on one. Students will be given a word and will be asked to tap out the three sounds (beginning, middle and ending sounds) of the CVC words

***Touch read a decodable text with understanding:** Students will be given an emergent reader. The student will read the story. When the story is complete, the students will retell what occurred in the beginning of the story, middle, and end of the story.

***Retells and sequences events of a story with words and pictures:** Students will be given a sheet of paper with illustration boxes. The students will work on their own writing about a special day. They will illustrate the parts of their day.

STANDARDS

Ohio - Kindergarten - English Language Arts ELA
RF.K.1.a
Follow words from left to right, top to bottom, and page by page.
RF.K.1.b
Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c
Understand that words are separated by spaces in print.
RF.K.1.d
Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.2.a
Recognize and produce rhyming words.
RF.K.2.b
Count, pronounce, blend, and segment syllables in spoken words.
RF.K.3.c

Unit 4: Q. 4 March/ April/ May

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Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.b
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.a
Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
L.K.1.d
Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
L.K.5.a
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.b
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).
L.K.2.d
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.2.c
Write a letter or letters for most consonant and short-vowel phonemes (sounds).
RF.K.2.d
Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
RL.K.1
With prompting and support, ask and answer questions about key details in a text.
RL.K.2
With prompting and support, retell familiar stories, including key details.
RI.K.1

Unit 4: Q. 4 March/ April/ May

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With prompting and support, ask and answer questions about key details in a text.
RI.K.2
With prompting and support, identify the main topic and retell key details of a text.
RF.K.2
Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
RF.K.4
Read emergent-reader texts with purpose and understanding.
W.K.3
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
L.K.1.a
Print many upper- and lowercase letters.
L.K.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a
Capitalize the first word in a sentence and the pronoun I.
L.K.2.b
Recognize and name end punctuation.

ELA - 1st grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	5 lessons
<div></div> Unit 2: October	1 lessons
<div></div> Unit 3: November	1 lessons
<div></div> Unit 4: December	1 lessons
<div></div> Unit 5: January	1 lessons
<div></div> Unit 6: February	1 lessons
<div></div> Unit 7: March	1 lessons
<div></div> Unit 8: April	1 lessons
<div></div> Unit 9: May	1 lessons

Unit 1: September

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short vowels, letter sounds, high frequency words, vocabulary, key details, comprehension, sentence structure, opinion writing, nouns

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write an opinion piece using correct grammar and sentence structure
- Identify nouns in a sentence.
- Categorize nouns as person, place, thing, animal or idea
- Decode CVC words
- Oral Reading Fluency

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA	
RL.1.1	
Ask and answer questions about key details in a text.	
RL.1.3	
Describe characters, settings, and major events in a story, using key details.	
RF.1.4.b	
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.1.3.b	

Unit 1: September

ELA - 1st grade - Last Updated on June 29, 2023

Decode regularly spelled one-syllable words.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.b
Use common, proper, and possessive nouns.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 2: October

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short vowels, letter sounds, high frequency words, decoding, vocabulary, key details, comprehension, sentence structure, research and informational writing, fluency, nouns, glued sounds and digraphs

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice, Scholastic News for research

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write an informational piece using correct grammar, sentence structure and facts from research

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA	
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2.b	Retell key details of a text.
RF.1.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing

Unit 2: October

ELA - 1st grade - Last Updated on June 29, 2023

features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.3.a
Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.a
Read grade-level text with purpose and understanding.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
W.1.2
Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.b
Use common, proper, and possessive nouns.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 3: November

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short vowels, letter sounds, high frequency words, decoding, vocabulary, key details, comprehension, sentence structure, singular/plural nouns, research, narrative & informational writing, genre

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write an informational piece using correct grammar, sentence structure and facts from research
- Identify singular & plural nouns
- Change singular to plural nouns

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA
RL.1.3
Describe characters, settings, and major events in a story, using key details.
RL.1.1
Ask and answer questions about key details in a text.
RI.1.1
Ask and answer questions about key details in a text.
RI.1.2.a
Identify the main topic.

Unit 3: November

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RI.1.2.b
Retell key details of a text.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.2
Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3
Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.7
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
L.1.1.a
Print all upper- and lowercase letters.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.a
Know the spelling-sound correspondences for common consonant digraphs.
L.1.1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

Unit 4: December

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short vowels, letter sounds, high frequency words, decoding, vocabulary, key details, comprehension, sentence structure, singular/plural nouns, narrative writing

STANDARDS

Ohio - Grade 1 - English Language Arts ELA
RL.1.1
Ask and answer questions about key details in a text.
RL.1.2.b
Retell stories, including key details.
RL.1.3
Describe characters, settings, and major events in a story, using key details.
RI.1.1
Ask and answer questions about key details in a text.
RI.1.2.a
Identify the main topic.
RI.1.2.b
Retell key details of a text.
RF.1.1
Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2
Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
RF.1.2.b
Orally produce single-syllable words by blending phonemes, including consonant blends.
RF.1.2.c
Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.

Unit 4: December

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RF.1.2.d
Segment spoken single-syllable words into their complete sequence of individual phonemes.
RF.1.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a
Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.4
Read with sufficient accuracy and fluency to support comprehension.
RF.1.4.a
Read grade-level text with purpose and understanding.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.7
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
L.1.1.a
Print all upper- and lowercase letters.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.b

Unit 4: December

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Use end punctuation for sentences.

L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write a narrative piece using correct grammar, sentence structure and facts from research, Informative, narrative, opinion
- Identify proper nouns
- Identify singular & plural nouns
- Change singular to plural nouns

Unit 4: December

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SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA
RL.1.1
Ask and answer questions about key details in a text.
RL.1.2.b
Retell stories, including key details.
RL.1.3
Describe characters, settings, and major events in a story, using key details.
RI.1.1
Ask and answer questions about key details in a text.
RI.1.2.a
Identify the main topic.
RI.1.2.b
Retell key details of a text.
RF.1.3.a
Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.a
Read grade-level text with purpose and understanding.

Unit 4: December

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RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2
Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3
Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.7
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1.e
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 5: January

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short vowels, letter sounds, high frequency words, decoding, vocabulary, key details, character, setting & events in a story, comprehension, sentence structure, proper nouns, narrative writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Identify characters/setting/events
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write a narrative piece using correct grammar, sentence structure and facts from research
- Identify proper nouns
- Correctly write proper nouns with a capital letter at the beginning

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA	
RL.1.1	
Ask and answer questions about key details in a text.	
RL.1.3	
Describe characters, settings, and major events in a story, using key details.	
RI.1.2.a	
Identify the main topic.	
RI.1.2.b	
Retell key details of a text.	

Unit 5: January

ELA - 1st grade - Last Updated on June 29, 2023

RI.1.1
Ask and answer questions about key details in a text.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.7
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.b
Use common, proper, and possessive nouns.
L.1.1.c
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.1.3
Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
RF.1.4.a

Unit 5: January

ELA - 1st grade - Last Updated on June 29, 2023

Read grade-level text with purpose and understanding.

Unit 6: February

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short/long vowels, letter sounds, high frequency words, decoding, vocabulary, key details, character, setting & events in a story, comprehension, sentence structure, adjectives, research/informational writing (Black Historical figures), story map skills, cause/effect,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Identify characters/setting/events
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Write a research/informational piece using correct grammar, sentence structure and facts from research
- Define and use adjectives

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA
RL.1.1
Ask and answer questions about key details in a text.
RL.1.3
Describe characters, settings, and major events in a story, using key details.
RI.1.1
Ask and answer questions about key details in a text.
RF.1.3.b
Decode regularly spelled one-syllable words.

Unit 6: February

ELA - 1st grade - Last Updated on June 29, 2023

RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
W.1.7
Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.f
Use frequently occurring adjectives.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.d
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
RF.1.3.c
Know final -e and common vowel team conventions for representing long vowel sounds.

Unit 7: March

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short/long vowels, letter sounds, high frequency words, decoding, vocabulary, key details, character, setting & events in a story, beginning/middle/end of story retell, comprehension, sentence structure, fiction/nonfiction, comprehension, sequencing a story, 2 syllable & compound words,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Identify characters/setting/events
- Identify the beginning/middle/end of stories by retelling the story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA	
RL.1.1	
Ask and answer questions about key details in a text.	
RL.1.3	
Describe characters, settings, and major events in a story, using key details.	
RL.1.5	
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
RI.1.1	
Ask and answer questions about key details in a text.	

Unit 7: March

ELA - 1st grade - Last Updated on June 29, 2023

RI.1.2.a
Identify the main topic.
RI.1.2.b
Retell key details of a text.
RF.1.2.a
Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.a
Read grade-level text with purpose and understanding.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.3
Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
L.1.1.a
Print all upper- and lowercase letters.
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RF.1.3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.
L.1.2.d

Unit 7: March

ELA - 1st grade - Last Updated on June 29, 2023

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 8: April

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short/long vowels, letter sounds, high frequency words, decoding 1 & 2 syllable words, vocabulary, key details, character, setting & events in a story, beginning/middle/end of story retell, comprehension, sentence structure, cause/effect, fiction/nonfiction, verbs, text features, fluency, opinion/narrative/informational, pronouns

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Identify characters/setting/events
- Identify the beginning/middle/end of stories by retelling the story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- State the definitions of fiction and nonfiction
- Identify verbs in a sentence and define the word “verb”
- Participate in activities identify a variety of text features
- Retell a story in sequence
- Identify cause/effect

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments,

STANDARDS

Ohio - Grade 1 - English Language Arts ELA	
RL.1.1	
Ask and answer questions about key details in a text.	
RL.1.3	
Describe characters, settings, and major events in a story, using key details.	
RI.1.1	
Ask and answer questions about key details in a text.	

Unit 8: April

ELA - 1st grade - Last Updated on June 29, 2023

RI.1.2.a
Identify the main topic.
RI.1.2.b
Retell key details of a text.
RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RF.1.3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.c
Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.a
Read grade-level text with purpose and understanding.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.1
Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2

Unit 8: April

ELA - 1st grade - Last Updated on June 29, 2023

Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3

Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7

Participate in shared research and writing projects (e.g., explore a number of how-to books on a given topic and use them to write a sequence of instructions).

L.1.1.a

Print all upper- and lowercase letters.

L.1.1.d

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

L.1.1.e

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Unit 9: May

ELA - 1st grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short/long vowels, letter sounds, high frequency words, decoding, vocabulary, key details, beginning/middle/end of story retell, comprehension, sentence structure, pronouns, text features, narrative & informative

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Heggerty, Foundations, Wonders vocabulary and weekly stories, videos, modeling, repeated practice, intervention practice

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Identify all letter sounds
- Identify high frequency words
- Decode CVC words
- Identify key details in weekly story
- Answer questions about key details & characters in a story
- Identify characters/setting/events
- Identify the beginning/middle/end of stories by retelling the story
- Write a sentence correctly using a capital letter at the beginning of the sentence, spaces between words & appropriate punctuation at the end
- Retell a story in sequence
- Participate in activities identify a variety of text features
- Identify pronouns

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Foundations Unit tests, Wonders story tests, classroom checklists, writing samples, story map participation, informal assessments

STANDARDS

Ohio - Grade 1 - English Language Arts ELA
RL.1.1
Ask and answer questions about key details in a text.
RI.1.5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RF.1.3.c

Unit 9: May

ELA - 1st grade - Last Updated on June 29, 2023

Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.b
Decode regularly spelled one-syllable words.
RF.1.3.e
Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.g
Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.a
Read grade-level text with purpose and understanding.
RF.1.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
W.1.2
Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3
Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
L.1.1.a
Print all upper- and lowercase letters.
L.1.1.b
Use common, proper, and possessive nouns.
L.1.1.d
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 9: May

ELA - 1st grade - Last Updated on June 29, 2023

L.1.2.d

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

ELA - 2nd grade Writing

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	5 lessons
<div></div> Unit 1: October	1 lessons
<div></div> Unit 1: November	1 lessons
<div></div> Unit 1: December	1 lessons
<div></div> Unit 1: January	1 lessons
<div></div> Unit 1: February	1 lessons
<div></div> Unit 1: March	1 lessons
<div></div> Unit 1: April	1 lessons
<div></div> Unit 1: May	1 lessons

Unit 1: September

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Complete sentence writing, punctuation types
2. Superhero writing/project
3. Sketch plan- 5-5-5

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Daily edits
2. I do, we do, you do modeling
3. Choose the correct sentence
4. Model- superhero

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Google classroom activities; sort the correct sentences
2. Write own sentences
3. Stories- independent practice

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.5.b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Unit 1: October

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Con't sentence writing, punctuation
2. Desert animals topic
3. Hiding behind mask topic
4. Bats
5. Best Part of Me

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Teacher model
2. Students- 5 min sketch/label
3. Model- Topic sentence, summary sentence
4. Model 3 middle sentences
5. Model editing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Each of the steps will be worked on individually after modeled.
2. Parts of sentences will be created after "we do"

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
L.2.2.a
Capitalize holidays, product names, and geographic names.
L.2.1.e
Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.5.b
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Unit 1: November

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Opinion writing- video games
2. Opinion writing- Turk or Runt?
3. What are you thankful for?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Teacher model
2. Students- 5 min sketch/label
3. Model- Topic sentence, summary sentence with gaps to fill in
4. Model 3 middle sentences- student led
5. Model editing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Each of the steps will be worked on individually after modeled.
2. Parts of sentences will be created after “we do”.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.1

Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.2.c

Use an apostrophe to form contractions and frequently occurring possessives.

Unit 1: November

ELA - 2nd grade Writing - Last Updated on June 29, 2023

L.2.4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Unit 1: December

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Letter writing
2. Would you rather?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Teacher model
2. Students- 5 min sketch/label
3. Model- Topic sentence, summary sentence with gaps to fill in
4. Model 3 middle sentences- student led
5. Model editing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Understand/apply 5 parts of a letter including a comma in greeting and closing
2. Apply their opinion and reasons why to a choice of two things

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.1

Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.2.b

Use commas in greetings and closings of letters.

L.2.2.c

Use an apostrophe to form contractions and frequently occurring possessives.

L.2.4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Unit 1: January

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Informational writing- MLK
2. New Year's Resolutions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Begin planning without sketch plan
2. Model introduction and summary - we do -sentence
3. Model 3 middles; teacher start

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Write introduction and summary sentence using only SOME of the teacher's words
2. Generate own middle sentences with help if needed

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.1

Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.4.d

Unit 1: January

ELA - 2nd grade Writing - Last Updated on June 29, 2023

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
L.2.2.c
Use an apostrophe to form contractions and frequently occurring possessives.
L.2.1.b
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Unit 1: February

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. State Research
2. Magic Chocolates- using your imagination

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Teacher model
2. Students- 5 min sketch/label
3. Model- Topic sentence, summary sentence with gaps to fill in
4. Model 3 middle sentences- student led
5. Model editing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Write introduction and summary sentence using only SOME of the teacher's words
2. Generate own middle sentences with help if needed

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
W.2.2
Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.a
Capitalize holidays, product names, and geographic names.
RF.2.3.d
Decode words with common prefixes and suffixes.
L.2.4.b

Unit 1: February

ELA - 2nd grade Writing - Last Updated on June 29, 2023

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.1.d
Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1.b
Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Unit 1: March

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. What is Luck?
2. Who is Library Lion? (using text evidence)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Begin planning without sketch plan
2. Model introduction and summary - we do -sentence
3. Model 3 middles; teacher start

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Teacher model- student led; may have student helper. Make corrections. Students may use some of the words we did, but not all.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.2
Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
W.2.3
Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2.a
Capitalize holidays, product names, and geographic names.
L.2.6

Unit 1: March

ELA - 2nd grade Writing - Last Updated on June 29, 2023

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

L.2.5.b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Unit 1: April

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Free topic- narrative
2. Wild Weather- informational

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Model writing topic and summary
2. Model 3 middles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Independently write topic and summary
2. Independently write middles

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.3

Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

L.2.5.b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 1: May

ELA - 2nd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Would you rather (summer edition)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Model writing topic and summary
2. Model 3 middles

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Independently write topic and summary
2. Independently write middles

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher conferencing
2. Rubric

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

W.2.3

Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2.a

Capitalize holidays, product names, and geographic names.

ELA - 2nd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	5 lessons
<div></div> Unit 1: October	1 lessons
<div></div> Unit 1: November	1 lessons
<div></div> Unit 1: December	1 lessons
<div></div> Unit 1: January	1 lessons
<div></div> Unit 1: February	1 lessons
<div></div> Unit 1: March	1 lessons
<div></div> Unit 1: April	1 lessons
<div></div> Unit 1: May	1 lessons

Unit 1: September

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. 7 Habits of Happy Kids
2. Choosing “good fit” books
3. Real Reading
4. Working as a team
5. HOW we talk to one another/self
6. Focus Wall/ Responding to Reading
 - a. Key details
 - b. Characters, setting, events

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Correlating book/posters with guidelines- year long expectations/language
2. Model with anchor chart- stays in classroom
3. Anchor chart/teacher models actions
4. Team building activities, team money, acts of kindness (booyah badges)
5. HOW you say it... year long expectation/teacher model language, students repeat portions
6. Listening/Sharing/Speaking- explicitly demonstrate what each of these looks like; anchor chart

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Demo appropriate language/reaction to peers/teachers; apply
2. Select books appropriate to their personal reading level
3. Apply real reading skills
4. Apply working together across multiple daily activities
5. Apply respectful speaking consistently/model
6. Journaling, oral responses, think-pair-share

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation
2. teacher/student conferencing/observation
3. questions/responses, journaling, group work, weekly tests
4. Team building activities, monthly bank accounts
5. Teacher observation
6. Journal checks, oral responses/observations

STANDARDS

Ohio - Grade 2 - English Language Arts ELA	
RL.2.1	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
RL.2.2.a	
Determine the lesson or moral.	
RL.2.3	

Unit 1: September

ELA - 2nd grade - Last Updated on June 29, 2023

Describe how characters in a story respond to major events and challenges.
RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: October

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Reading Focus Wall
2. Comprehension skills-
 - a. Characters, setting, events
 - b. Key details
 - c. Plot

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Teacher model/ daily review/some student led
2. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Apply understanding of vocabulary to text/comp of story
2. Apply understanding of organization of g.o., journaling, and writing
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3

Describe how characters in a story respond to major events and challenges.

RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Unit 1: October

ELA - 2nd grade - Last Updated on June 29, 2023

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: November

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Main idea
2. Key Details

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Model expectation
2. Model with student input
3. Independent practice
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Analyze informational text development.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a

Unit 1: November

ELA - 2nd grade - Last Updated on June 29, 2023

Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: December

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Key details
2. Author's purpose

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Analyze informational text development.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.2.a
Identify the main topic of a multiparagraph text.

RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: January

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Sequencing
2. Author's Purpose
3. Main idea

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/daily review/some student led
4. Graphic organizers, interactive journals, writing assignments (I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3
Describe how characters in a story respond to major events and challenges.
RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Analyze informational text development.

Unit 1: January

ELA - 2nd grade - Last Updated on June 29, 2023

RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: February

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Main idea/key details
2. Comparing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.3
Describe how characters in a story respond to major events and challenges.
RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Analyze informational text development.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Unit 1: February

ELA - 2nd grade - Last Updated on June 29, 2023

RI.2.6
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: March

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Comparing
2. Visualizing
3. Summarizing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2
Analyze literary text development.
RI.2.2
Analyze informational text development.
RL.2.3
Describe how characters in a story respond to major events and challenges.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Unit 1: April

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Summarizing
2. Key Details
3. Sequencing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Analyze informational text development.
RL.2.2
Analyze literary text development.
RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key

Unit 1: April

ELA - 2nd grade - Last Updated on June 29, 2023

details in a text.
RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.6
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RF.2.4
Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a
Read grade-level text with purpose and understanding.
RF.2.4.b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RL.2.2.a
Determine the lesson or moral.

Unit 1: May

ELA - 2nd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1. Sequencing
2. Problem/Solution
3. Main idea/key details

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

1. Focus wall
2. Model and demo
3. Teacher model/ daily review/some student led
4. Graphic organizers, interactive journals, writing assignments
(I do, we do, you do)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

1. Teacher observation, vocabulary activities graded (written or google classroom)
2. Graded assignments
3. Weekly test

STANDARDS

Ohio - Grade 2 - English Language Arts ELA
RL.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2.b
Retell stories, including fables and folktales from diverse cultures.
RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.7
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RI.2.1

Unit 1: May

ELA - 2nd grade - Last Updated on June 29, 2023

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2

Analyze informational text development.

RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

RF.2.4.a

Read grade-level text with purpose and understanding.

RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

ELA - 3rd grade Writing

Vermilion Local School District

UNITS (9/9 SELECTED)		SUGGESTED DURATION
	Unit 1: September	1 lessons
	Unit 2: October	1 lessons
	Unit 3: November	1 lessons
	Unit 4: December	1 lessons
	Unit 5: January	1 lessons
	Unit 6: February	1 lessons
	Unit 7: March	1 lessons
	Unit 8: April	1 lessons
	Unit 9: May	1 lessons

Unit 1: September

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reflective writing about summer, self, and thoughts at the beginning of the year.

Reintroducing writing expectations (COPS, finger spaces, etc.)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly personal Journal prompts

“All about Me” activities

“My First Day of Third Grade” journal entry.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

N/A

STANDARDS

Unit 2: October

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OST Writing Prep

Opinion Writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

“Is candy corn the best candy” Writing Unit about points of view, own opinion

Use of graphic organizers to keep students’ thoughts organized and clear to transfer to a writing sheet.

Weekly personal journal prompts

Reviewing and going through the Ohio State Test practice test and modeling how to understand, formulate, and create a multi-paragraph response to related reading passages through whole group, small group, and individual activities.

Unit 2: October

ELA - 3rd grade Writing - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write opinion pieces on topics or texts, supporting a point of view with reasons

Introduce the topic or text they are writing about, state opinions, and create an organizational structure that lists reasons.

Uses linking words and phrases to connect opinions and reasons.

Provide a concluding statement or section.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Candy corn opinion writing piece

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

Unit 2: October

ELA - 3rd grade Writing - Last Updated on June 29, 2023

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Unit 3: November

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Personal Narrative Writing

Fictional Narrative Writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly personal Journal prompts

Using lesson plan and unit plan from [Teachers Pay Teachers](#) to model and practice writing multi-paragraph personal narratives as a whole group

Use of graphic organizers to keep students' thoughts organized and clear to transfer to a writing sheet for both personal and fictional narratives

Unit 3: November

ELA - 3rd grade Writing - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use temporal words and phrases to signal event order.

Provide a sense of closure.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

N/A

STANDARDS

Unit 4: December

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OST Writing Prep

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly personal Journal prompts

Reviewing and going through the Ohio State Test practice test and modeling how to understand, formulate, and create a multi-paragraph response to related reading passages through whole group, small group, and individual activities.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Gingerbread Houses for Sale Expository Writing

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Unit 4: December

ELA - 3rd grade Writing - Last Updated on June 29, 2023

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Unit 5: January

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OST Writing Prep

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reviewing and going through the Ohio State Test practice test and modeling how to understand, formulate, and create a multi-paragraph response to related reading passages through whole group, small group, and individual activities.

Weekly personal Journal prompts

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

N/A

STANDARDS

Unit 6: February

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OST Writing Prep

Informational Writing Unit

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reviewing and going through the Ohio State Test practice test and modeling how to understand, formulate, and create a multi-paragraph response to related reading passages through whole group, small group, and individual activities.

Weekly personal Journal prompts

Given a mentor text from [TeachersPayTeacher's](#) informational text unit, students can use a graphic organizer to take notes on a new topic, come up with a strong topic sentence, and support their main idea with three facts and a conclusion sentence that relates to the topic.

Students can write multi-paragraph responses to support their findings from informational texts.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

N/A

STANDARDS

Unit 7: March

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

OST Writing Prep

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reviewing and going through the Ohio State Test practice test and modeling how to understand, formulate, and create a multi-paragraph response to related reading passages through whole group, small group, and individual activities.

Weekly personal Journal prompts

Using lesson plan and unit plan from [Teachers Pay Teachers](#) to model and practice writing multi-paragraph fictional narratives as a whole group.

Use of graphic organizers to keep students' thoughts organized and clear to transfer to a writing sheet for both personal and fictional narratives

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Fictional Narrative writing piece - creating a story about animals waking up from hibernation in the spring

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Unit 8: April

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research Writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly personal Journal prompts

Modeling the writing project as a whole group with the teacher (we will be using a Holstein cow this year due to an adopted class cow project), teacher and students will formulate a multi-paragraph research paper using several texts and credible digital media sources.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

N/A

STANDARDS

Unit 9: May

ELA - 3rd grade Writing - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research Writing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly personal Journal prompts

Providing informational text graphic organizers and digital and print sources for students

Letting students choose their own animal to research

Modeling the writing project as a whole group with the teacher (we will be using a Holstein cow this year due to an adopted class cow project), teacher and students will formulate a multi-paragraph research paper using several texts and credible digital media sources.

Providing students opportunities to practice and reviewing sources that would be informative and accurate to their own research.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Conduct short research projects that build knowledge about a topic.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Use knowledge of language and its conventions when writing.

Unit 9: May

ELA - 3rd grade Writing - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Animal Reports - Cross Curricular summative assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.

W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.7

Conduct short research projects that build knowledge about a topic.

ELA - 3rd grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	1 lessons
<div></div> Unit 2: October	1 lessons
<div></div> Unit 3: November	1 lessons
<div></div> Unit 4: December	1 lessons
<div></div> Unit 5: January	1 lessons
<div></div> Unit 6: February	1 lessons
<div></div> Unit 7: March	1 lessons
<div></div> Unit 8: April	1 lessons
<div></div> Unit 9: May	1 lessons

Unit 1: September

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Bruno's New Home

Dream Catcher

Room To Grow

Genre:

fantasy, realistic fiction, narrative nonfiction

Comprehension Strategy:

Visualize, ask/answer questions

Comprehension Skill:

Character, sequence

Vocabulary words and

strategy:

Synonyms, compound words

OST

Writing Practice

Phonics

Fluency

Unit 1: September

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

*Released OST Tests

Foundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

Unit 1: September

ELA - 3rd grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of fantasy, realistic fiction, and narrative nonfiction

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Visualize descriptive scenes to improve understanding.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Model online Wonders assessments

Wonders vocabulary assessment

Foundations Unit Assessments

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2

Analyze literary text development.

Unit 1: September

ELA - 3rd grade - Last Updated on June 29, 2023

RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a
Read grade-level text with purpose and understanding.
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.3
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
L.3.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Unit 2: October

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mary Anderson's Great Invention

A Natural Beauty

Anansi Learns a Lesson

Genre:

Biography, expository, folktale

Comprehension Strategy:

ask/answer questions, predictions

Comprehension Skill:

cause/effect, main idea/details, predictions

Vocabulary Strategy:

Metaphor, context clues (multiple meaning words, antonyms)

OST

Test Preparation

Phonics

Fluency

Unit 2: October

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Unit 2: October

ELA - 3rd grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of biography, expository, and folktales

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Use text clues to make, confirm, and revise predictions

Describe the logical connection between particular sentences and paragraphs in a text (e.g., cause/effect,).

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Use text clues to make, confirm, and revise predictions.

Distinguish the literal and nonliteral meanings of words and phrases in context.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Unit 2: October

ELA - 3rd grade - Last Updated on June 29, 2023

RL.3.2
Analyze literary text development.
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RL.3.2.a
Determine a theme and explain how it is conveyed through key details in the text.
RL.3.2.b
Retell stories, including fables, folktales, and myths from diverse cultures.
RI.3.2.a
Determine the main idea of a text.
RI.3.2.b
Retell the key details and explain how they support the main idea.
RI.3.3
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
L.3.4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.3.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Unit 2: October

ELA - 3rd grade - Last Updated on June 29, 2023

RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a
Read grade-level text with purpose and understanding.

Unit 3: November

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sailing to America
Every Vote Counts

Genre:

historical fiction, expository

Comprehension Strategy:

predict, reread

Comprehension Skill:

theme, author's point of view

Vocabulary Strategy:

similes , prefixes

OST

Writing Practice

Phonics

Fluency

Unit 3: November

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Fundations materials- sound cards, tiles, dry erase boards etc...

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of historical fiction and expository text

Use text clues to make, confirm, and revise predictions

Reread difficult sections to increase understanding.

Identify the theme in a folktale.

Distinguish their own point of view from that of the author of a text. Identify an author's point of view in a text.

Use sentence-level context as a clue to the meaning of a word or phrase

Determine the meaning of the new word formed when a known affix is added to a known word.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

Unit 3: November

ELA - 3rd grade - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RI.3.2.b
Retell the key details and explain how they support the main idea.
RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2
Analyze literary text development.
RL.3.2.a
Determine a theme and explain how it is conveyed through key details in the text.
L.3.4.b
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a

Unit 3: November

ELA - 3rd grade - Last Updated on June 29, 2023

Read grade-level text with purpose and understanding.

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.6

Distinguish their own perspective from that of the author of a text.

L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Unit 4: December

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Kids to the Rescue

Genre:

Expository

Comprehension Strategy:

Reread

Comprehension Skill:

author's point of view,

Vocabulary Strategy:

Suffixes

Phonics

Fluency

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Recognize the characteristics of expository text

Reread difficult sections to increase understanding.

Distinguish their own point of view from that of the author of the text.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

Unit 4: December

ELA - 3rd grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RI.3.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.6
Distinguish their own perspective from that of the author of a text.
RI.3.5
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
L.3.4.b
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3.a
Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.4.a
Read grade-level text with purpose and understanding.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Unit 5: January

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Inchworm's Tale

Jane's Discovery

Genre:

Folktale, historical fiction

Comprehension Strategy:

Visualize

Comprehension Skill:

problem/solution, cause/effect

Vocabulary Strategy:

synonyms, idioms

Phonics

Fluency

Unit 5: January

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Foundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

Unit 5: January

ELA - 3rd grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of folktales and historical fiction.

Visualize details to help you understand what is happening in a story.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Identify cause and effect relationships in a story

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Unit 5: January

ELA - 3rd grade - Last Updated on June 29, 2023

RL.3.2
Analyze literary text development.
RL.3.2.a
Determine a theme and explain how it is conveyed through key details in the text.
RL.3.2.b
Retell stories, including fables, folktales, and myths from diverse cultures.
RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.7
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4.a
Read grade-level text with purpose and understanding.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

Unit 6: February

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Bats Did it First
Nail Soup
The Impossible Pet Show

Genre:

Expository, folktale, realistic fiction

Comprehension Strategy:

Summarize, ask/answer questions

Comprehension Skill:

Main idea/details, point of view

Vocabulary Strategy:

Root words, prefixes

OST

Writing Practice

Phonics

Fluency

Unit 6: February

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Foundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Recognize the characteristics of expository, folktales, and realistic fiction
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Use a known root word as a clue to the meaning of an unknown word with the same root.
- Determine the meaning of the new word formed when a known affix is added to a known word.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA	
	RL.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	RL.3.2
Analyze literary text development.	

Unit 6: February

ELA - 3rd grade - Last Updated on June 29, 2023

RL.3.2.a
Determine a theme and explain how it is conveyed through key details in the text.
RL.3.2.b
Retell stories, including fables, folktales, and myths from diverse cultures.
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RI.3.2.a
Determine the main idea of a text.
RI.3.2.b
Retell the key details and explain how they support the main idea.
RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.3.a
Identify and know the meaning of the most common prefixes and derivational suffixes.
RF.3.4.a
Read grade-level text with purpose and understanding.
L.3.6

Unit 6: February

ELA - 3rd grade - Last Updated on June 29, 2023

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
L.3.4.c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4.b
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Unit 7: March

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Gray Wolf, Red Fox

Genre:

Expository

Comprehension Strategy:

reread

Comprehension Skill:

Compare/contrast

Vocabulary Strategy:

Sentence clues

OST

Writing Practice

Phonics

Fluency

Unit 7: March

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Fundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of expository text.

Reread difficult sections to increase understanding.

Compare and contrast two things in an expository text.

Use sentence level context as a clue to the meaning of a word or phrase.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

Unit 7: March

ELA - 3rd grade - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA
RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.3.9
Compare and contrast the most important points and key details presented in two texts on the same topic.
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a
Read grade-level text with purpose and understanding.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
L.3.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.

Unit 8: April

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Firsts in Flight
Juanita and the Beanstalk
The New Hoop

Genre:

Expository, fairy tale, realistic fiction

Comprehension Strategy:

Reread, summarize

Comprehension Skill:

cause/effect, point of view

Vocabulary Strategy:

Root words, homograph

Phonics

Fluency

Unit 8: April

ELA - 3rd grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Variety of groupings depending on the lesson. Groups range from whole group, partners, standing conversations, flexible groups, homogeneous groups, carpet buddy, and one on one with teacher.

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Fundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2

Analyze literary text development.

Unit 8: April

ELA - 3rd grade - Last Updated on June 29, 2023

RI.3.1
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2
Analyze informational text development.
RI.3.3
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.7
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
L.3.4.c
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
L.3.4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
RF.3.3
Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.4
Read with sufficient accuracy and fluency to support comprehension.
RF.3.4.a
Read grade-level text with purpose and understanding.

Unit 9: May

ELA - 3rd grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Dogs to the Rescue

Genre:

Expository

Comprehension Strategy:

ask/answer questions

Comprehension Skill:

Point of view

Vocabulary Strategy:

Context clues

Phonics

Fluency

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Text-Reading Writing Workshop, Brainpop

*Text-RRW

*Text-RRW

*Text-Literature Anthology

*Graphic organizers

*Brainpop

*Think, Pair, Share

*Standing Conversations

*Text-RRW

*Vocab. Cards

*Matching definition

*Hands -on activity

Foundations materials- sound cards, tiles, dry erase boards etc...

Differentiated novels with comprehension questions-Collaborative

Unit 9: May

ELA - 3rd grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Recognize the characteristics of expository text.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Distinguish their own point of view from that of the narrator or those of the characters.

Identify a character's point of view.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment for comprehension skills vocabulary strategies and words include the online Wonders assessment.

STANDARDS

Ohio - Grade 3 - English Language Arts ELA	
RI.3.1	
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RI.3.2	
Analyze informational text development.	
RF.3.3	
Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.4	
Read with sufficient accuracy and fluency to support comprehension.	
RF.3.4.a	

Unit 9: May

ELA - 3rd grade - Last Updated on June 29, 2023

Read grade-level text with purpose and understanding.
RI.3.6
Distinguish their own perspective from that of the author of a text.
L.3.4.a
Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.6
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

ELA - 4th grade

Vermilion Local School District

UNITS (11/11 SELECTED)

 Unit 1: September Unit 1 W1-2	5 lessons
 Unit 2: October Unit 1 W3-4	1 lessons
 Unit 3: November Unit 1 W5-Unit 2 W1	1 lessons
 Unit 4: December Unit 2 W 2-3	1 lessons
 Unit 5: January Wonders Unit 2 Week 4	8 lessons
 Unit 6: February Unit 2 Week 5	1 lessons
 Unit 7: March Unit 3 Week	1 lessons
 Unit 8: April Unit 4 week 1-2	1 lessons
 Unit 9: Unit 4 April week 3-4	1 lessons
 Unit 10: Unit 10 May Unit 4 week 5	1 lessons
 Unit 11: THomas Edison novel	1 lessons

Unit 1: September Unit 1 W1-2

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 1 Week 1 Where do good ideas come from?

Unit 1 Week 2 How do your actions affect others?

NOTE: The novel we read connects to our Social studies unit.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Sarah Plain and Tall novel
Princess and the Pizza - Wonders text
The Dragon Problem Wonders text

- Small groups interventions
- Centers

Sarah Plain and Tall novel
The Talent Show wonders text
Experts Inc. wonders text

- Small groups interventions
- Leveled centers

Unit 1: September Unit 1 W1-2

ELA - 4th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Make predictions (make predictions in a story) RL 4.1
Sequence (writing the events in order in a story) RL 4.2
Short vowels L 4.2

Make Predictions (make predictions in a story) RL 4.1
Problem Solution Identify the problem and the solution in a story) RL 4.1, 4.3
Long A RF 4.3a

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2

Analyze literary text development.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Comprehension tests over Sarah
Friendly letter
Map or slides presentation over sarah
Wonders assessments (whole group)
RACES writing

Wonder assessment (whole group) discuss questions and how to answer

ATTACHMENTS

 SarahPlainandTallTimelineActivity-1.pdf

 Sarah__Plain_and_Tall_Choice_Projects.pages

Unit 1: September Unit 1 W1-2

ELA - 4th grade - Last Updated on June 29, 2023

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2

Analyze literary text development.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2.a

Determine the main idea of a text and explain how it is supported by key details.

RI.4.2.b

Provide a summary of the text that includes the main idea and key details, as well as other important information.

RF.4.4.a

Read grade-level text with purpose and understanding.

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Unit 2: October Unit 1 W3-4

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 1 Week 3 How do People respond to Natural disasters?

Unit 1 W4 How can Science help you understand how things work?

NOTE: The novels in this unit connect to the Science unit on weathering, erosion, and deposition.

ATTACHMENTS

 Comprehension_Check-Katrina.pages

 Comprehension_Check-SF_Earthquake.pages

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

I survived The San Francisco Earthquake

A world of Change- Wonders text

Earthquakes/Katrina/pompeii

- Reading groups based on interest in I survived- 3 choices

I survived The San Francisco Earthquake

The Big Race The Wonders text

A Crash course in forces and motion The Wonders text

- Centers (3 days a week)

Rereading (referring to details in a text) RI 4.1

Compare and contrast RI 4.5 (text structure)

Long e RF 4.3a RF 4.4 c

Simple and compound sentences L 4.2a

Context clues RI4.4 L 4.4

Reread (referring to details in a text) RI 4.1

Cause and Effect (describe the overall structure of events ideas and information) RI4.5

Compound words RI

Nonfiction narrative (interpret information and explain how the information contributes to an understanding) RI 4.7

Context clues (use context clues as a clue to the meaning of a word or phrase) L 4.4a

Unit 2: October Unit 1 W3-4

ELA - 4th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

STANDARDS

Ohio - Grade 4 - English Language Arts ELA
RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2
Analyze literary text development.
L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.f
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Comprehension tests over I survived
Wonders Assessments
RACES writing

Venn Diagram 3 pigs stories
Races writing
Wonders Assessment
Writing-My monster under the bed
Cause and effect ghosts

ATTACHMENTS

 Quiz-I_Survived_Hurricane_Katrina_2005.pages

 Quiz-I_Survived_The_San_Francisco_Earthquake.pages

STANDARDS

Ohio - Grade 4 - English Language Arts ELA
RL.4.1

Unit 2: October Unit 1 W3-4

ELA - 4th grade - Last Updated on June 29, 2023

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2
Analyze literary text development.
L.4.1.f
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RL.4.4
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
W.4.1.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
W.4.1.b
Provide reasons that are supported by facts and details.
W.4.1.c
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
W.4.1.d
Provide a concluding statement or section related to the opinion presented.
W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.2.a

Unit 2: October Unit 1 W3-4

ELA - 4th grade - Last Updated on June 29, 2023

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.c
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.e
Provide a concluding statement or section related to the information or explanation presented
W.4.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.e
Provide a conclusion that follows from the narrated experiences or events.
W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 2: October Unit 1 W3-4

ELA - 4th grade - Last Updated on June 29, 2023

W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.3
Identify the reasons and evidence a speaker provides to support particular points.
L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a
Use correct capitalization.
L.4.2.b
Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.d
Spell grade-appropriate words correctly, consulting references as needed.
L.4.3.b
Choose punctuation for effect.
L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Unit 3: November Unit 1 W5-Unit 2 W1

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 1 Week 5 How can starting a business help others?

Unit 2 W1 What are some messages in animal stories?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

The Boy who Saved Cleveland

Dollars and Sense-Wonders text

Kids in Business Wonders text

The Fisherman and the Kaha bird -Wonders text

The Secret Message- Wonders text

Unit 3: November Unit 1 W5-Unit 2 W1

ELA - 4th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

REread Refer to details and examples in a text RI 4.1
Main Idea and key details (determine the main idea of text and explain how it supported with key details RI 4.2
Long O (spell grade appropriate word correctly) L4.2d
Run ons(produce complete sentences recognizing and correcting) L4.1 f
Suffix

Fairy tales
Ask and answer questions
Digraphs
Theme
Nouns

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2.a

Determine a theme of a story, drama, or poem from details in the text.

L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Comprehension tests over the Boy Who saved Clev.
Graphic organizer for main idea

Watch short video to guess theme (pixar)
Theme task cards
Wonders assessment

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.1

Unit 3: November Unit 1 W5-Unit 2 W1

ELA - 4th grade - Last Updated on June 29, 2023

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2.a

Determine a theme of a story, drama, or poem from details in the text.

L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2.b

Provide a summary of the text that includes the main idea and key details, as well as other important information.

Unit 4: December Unit 2 W 2-3

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 2 W2 How do animal characters change familiar stories?

[Unit 2 W3 How are all living things connected?](#)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

I survived Hurricane Katrina

The Ant and the Grasshopper--Wonders text

Ranita and the frog princess-Wonders -Unit

[Homer Figg](#)

[Rescuing our reefs](#)

[The buffalo are back](#)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Ask and answer

Theme

Possessives

[Summarizing](#)

[Main idea and key details](#)

[Ending -er/-est](#)

ATTACHMENTS



ThemeTaskCardsFlashcardsandMore.pdf

Unit 4: December Unit 2 W 2-3

ELA - 4th grade - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Snow globe writing
Small group theme passages
Wonders assessments

Graphic organizer (summarizing)
summarizing picture books in groups
Wonders assessment

ATTACHMENTS

 Narrative_Rubrics_copy.pdf

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.2.a

Determine a theme of a story, drama, or poem from details in the text.

RI.4.2.b

Provide a summary of the text that includes the main idea and key details, as well as other important information.

L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.1.a

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Unit 5: January Wonders Unit 2 Week 4

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

WONDERS TEXT: Animal adaptations

Main ideas and details Students will read Unit 2 Week 4 about animals and their adaptations. They will read and fill in graphic organizers for main idea and details.

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RI.4.2.a

Determine the main idea of a text and explain how it is supported by key details.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Small groups (centers)

Paired reading text (little books)

Writing narrative stories (how to build a snowman)

ATTACHMENTS

 BiographyWritingGraphicOrganizerFREEBIE-1.pdf

 Narrative_Rubrics_copy.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to fill in a graphic organizer finding main idea and details in a non-fiction story.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders assessments

Graphic organizers worksheet

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RI.4.2.b

Provide a summary of the text that includes the main idea and key details, as well as other important information.

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Unit 5: January Wonders Unit 2 Week 4

ELA - 4th grade - Last Updated on June 29, 2023

RL.4.2.a
Determine a theme of a story, drama, or poem from details in the text.
RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
W.4.1.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
W.4.2.c
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.3.b
Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.c
Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.e
Provide a conclusion that follows from the narrated experiences or events.
W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Unit 5: January Wonders Unit 2 Week 4

ELA - 4th grade - Last Updated on June 29, 2023

W.4.9.a
Apply grade 4 Reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]).
W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1.b
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.f
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.4.2.a
Use correct capitalization.
L.4.2.d
Spell grade-appropriate words correctly, consulting references as needed.
L.4.3.a
Choose words and phrases to convey ideas precisely.
L.4.3.b
Choose punctuation for effect.
L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.4.b

Unit 5: January Wonders Unit 2 Week 4

ELA - 4th grade - Last Updated on June 29, 2023

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Unit 6: February Unit 2 Week 5

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Wonders Text poems Animals

Figurative Language

Poetry

Suffixes

Contractions

Meter and Rhyme

writing (opinion writing)

STANDARDS

Ohio - Grade 4 - English Language Arts ELA
RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.1.d
Provide a concluding statement or section related to the opinion presented.

ATTACHMENTS

 FREEPoetryWritingDiamantePoems-1.pdf

 PoetryWritingMiniPackAcrosticIAmPoemCinquainFREEBIE-1.pdf

 ernie_and_jackie_graphic_organizer.pdf

 COMPARE_ROSA_AND_RUBY.pages

Unit 6: February Unit 2 Week 5

ELA - 4th grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading poems in Wonders and discussion of each

Read poems from picture books

Listen to poetry

Read Little books in partners

graphic organizers for writing

google classroom (docs) for typing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify different types of Figurative Languages.

Students will be able to identify meters and rhyme schemes

Students will be able to read and understand poetry.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will practice identifying poems and rhyme scheme

Students will be able to identify figurative language in passages.

Students will create a simile about themselves and draw a picture to go with it.

Students will write an acrostic poem .

Wonders Assessment

Rubric for writing opinion paper

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.5

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.1.d

Unit 6: February Unit 2 Week 5

ELA - 4th grade - Last Updated on June 29, 2023

Provide a concluding statement or section related to the opinion presented.
RL.4.2
Analyze literary text development.
RL.4.2.a
Determine a theme of a story, drama, or poem from details in the text.
RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
RF.4.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.5

Unit 6: February Unit 2 Week 5

ELA - 4th grade - Last Updated on June 29, 2023

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a

Use correct capitalization.

L.4.2.d

Spell grade-appropriate words correctly, consulting references as needed.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.3.a

Choose words and phrases to convey ideas precisely.

L.4.3.b

Choose punctuation for effect.

L.4.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.4.5.a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.4.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c
Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

Unit 7: March Unit 3 Week

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 3 Week 1-4 Point of view

Reread strategy

context clues

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Wonders story in textbook

KWL chart

reading passages READWORKS

RACES writing strategy

ATTACHMENTS

 RACEStrategyRestatetheQuestionorTaskPracticePagesplusExitSlip-2.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to find the meaning of words using the words in the sentences.

Students will use the Reading strategy REREAD to practice looking for text evidence and then use this information to write and answer questions.

Students will use the writing strategy RACES to write a 5 sentence paragraph answering a question about the passages and use text evidence to back up their theory.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders Assessment

Writing Rubric for RACES

exit ticket

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.4

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Unit 7: March Unit 3 Week

ELA - 4th grade - Last Updated on June 29, 2023

RL.4.6
Explain the differences in the point(s) of view in a text and different perspectives of the characters.
W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RL.4.2
Analyze literary text development.
RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RI.4.2
Analyze informational text development.
RI.4.2.b
Provide a summary of the text that includes the main idea and key details, as well as other important information.
RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Unit 7: March Unit 3 Week

ELA - 4th grade - Last Updated on June 29, 2023

L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.3.c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.2.d
Spell grade-appropriate words correctly, consulting references as needed.
L.4.2.a
Use correct capitalization.
L.4.1.g
Correctly use frequently confused words (e.g., to, too, two; there, their).
L.4.1.f
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1.e
Form and use prepositional phrases.
L.4.1.c
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1.d
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1.b
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.a

Unit 7: March Unit 3 Week

ELA - 4th grade - Last Updated on June 29, 2023

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.4.3
Identify the reasons and evidence a speaker provides to support particular points.
SL.4.1.d
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.1.c
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.4.9.b
Apply grade 4 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text).
W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.8

Unit 7: March Unit 3 Week

ELA - 4th grade - Last Updated on June 29, 2023

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.3.e
Provide a conclusion that follows from the narrated experiences or events.
W.4.3.d
Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.c
Use a variety of transitional words and phrases to manage the sequence of events.
W.4.2.e
Provide a concluding statement or section related to the information or explanation presented
W.4.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.4.2.c
Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W.4.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.2.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Unit 8: April Unit 4 week 1-2

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Cause and effect
point of view
pronouns
figurative language

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

wonders text
readworks passages
KWL
poetry
books about government (nonfiction)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify figurative language in a passage.
Students will be able to find the point of view of an author.
Students will be able to create pronouns from nouns.
Students will be able to find the cause and the effect in a passage.

ATTACHMENTS

 Point_of_View.pdf

 cause_and_effect_.pages

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

wonders assessment
point of view google forms quiz
cause and effect google forms quiz
kahoot score
exit ticket (cause and effect and point of view)

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

L.4.5

Unit 8: April Unit 4 week 1-2

ELA - 4th grade - Last Updated on June 29, 2023

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.4.6
Explain the differences in the point(s) of view in a text and different perspectives of the characters.
L.4.1.a
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2
Analyze informational text development.
RI.4.2.b
Provide a summary of the text that includes the main idea and key details, as well as other important information.
RI.4.2.a
Determine the main idea of a text and explain how it is supported by key details.
RI.4.3
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Unit 8: April Unit 4 week 1-2

ELA - 4th grade - Last Updated on June 29, 2023

RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8
Explain how an author uses evidence to support particular points in a text.
RI.4.10
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4—5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4.a
Read grade-level text with purpose and understanding.
RF.4.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
L.4.2.a
Use correct capitalization.
L.4.2.b
Use commas and quotation marks to mark direct speech and quotations from a text.

Unit 8: April Unit 4 week 1-2

ELA - 4th grade - Last Updated on June 29, 2023

L.4.2.c
Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.d
Spell grade-appropriate words correctly, consulting references as needed.
L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.4.3.a
Choose words and phrases to convey ideas precisely.
L.4.3.b
Choose punctuation for effect.
L.4.3.c
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.4.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and

that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
L.4.5.a
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
L.4.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.5.c
Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).

Unit 9: Unit 4 April week 3-4

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

point of view
synonyms
writing-narrative

ATTACHMENTS

 PointofViewFreebiePackFirstPersonThirdPersonLimitedOmniscient.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

task cards
scoots
wonders passages
worksheets over synonyms
Read works

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Student will be able to identify point of view of a story.
Students will be able to write a narrative.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

rubric for 4th grade narrative writing
wonders assessment
collection of worksheets of synonyms

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.5.c

Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with

Unit 9: Unit 4 April week 3-4

ELA - 4th grade - Last Updated on June 29, 2023

similar but not identical meanings).
RL.4.6
Explain the differences in the point(s) of view in a text and different perspectives of the characters.
RL.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RI.4.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
RI.4.2
Analyze informational text development.
RI.4.6
Compare and contrast a first-hand and second-hand account of the same event or topic; describe the differences in perspective and the information provided.
RF.4.4.a
Read grade-level text with purpose and understanding.
RF.4.4
Read with sufficient accuracy and fluency to support comprehension.

Unit 10: Unit 10 May Unit 4 week 5

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Theme

pronouns

homophones'

stanza and repetition

ATTACHMENTS



ThemeTaskCardsFlashcardsandMore.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

wonders passages

picture books of poems

worksheets identifying homophones

worksheets identifying pronouns

small groups /centers

review board games

Kahoot

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

students will be able to identify theme in a story

students will identify homophones in sentences

Students will be able to identify stanzas and repetition in poems

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

wonders assessment

worksheets

exit tickets

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 10: Unit 10 May Unit 4 week 5

ELA - 4th grade - Last Updated on June 29, 2023

RL.4.2.a
Determine a theme of a story, drama, or poem from details in the text.
L.4.1.g
Correctly use frequently confused words (e.g., to, too, two; there, their).
RL.4.2.b
Summarize the text, incorporating a theme determined from details in the text.
RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.9
Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
L.4.5.c
Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).
L.4.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.

Unit 10: Unit 10 May Unit 4 week 5

ELA - 4th grade - Last Updated on June 29, 2023

L.4.5.a

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Unit 11: THomas Edison novel

ELA - 4th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading a novel about the young life of Thomas Edison
writing a biography of Thomas Edison's life

ATTACHMENTS

 famous_Ohio_inventor_keynote_rubric__copy_2.pages

 thomas_edison_quotes.pages

 640_famous_inventors_thomas_edison_0.pdf

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading a novel for understanding
Discussions about issues and events in the story
Writing a biography about Thomas Edison

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read and understand a historical fiction story
Students will be able to write a 5 sentence biography about Thomas Edison

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

comprehension packet over Thomas Edison
exit tickets over chapters
AR quiz over the novel
Rubric for biography writing

STANDARDS

Ohio - Grade 4 - English Language Arts ELA

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3

Unit 11: THomas Edison novel

ELA - 4th grade - Last Updated on June 29, 2023

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
RL.4.2
Analyze literary text development.
RL.4.6
Explain the differences in the point(s) of view in a text and different perspectives of the characters.
RL.4.7
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RI.4.2
Analyze informational text development.
RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an

Unit 11: THomas Edison novel

ELA - 4th grade - Last Updated on June 29, 2023

understanding of the text in which it appears.
RF.4.4
Read with sufficient accuracy and fluency to support comprehension.
RF.4.4.a
Read grade-level text with purpose and understanding.
RF.4.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1.b
Provide reasons that are supported by facts and details.
W.4.1.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.
W.4.2.a
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.4.2.b
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.
W.4.8
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

ELA - 5th grade

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September	30 lessons
<div></div> Unit 2: October	20 lessons
<div></div> Unit 3: November	20 lessons
<div></div> Unit 4: December	20 lessons
<div></div> Unit 5: January	20 lessons
<div></div> Unit 6: February	20 lessons
<div></div> Unit 7: March	20 lessons
<div></div> Unit 8: April	22 lessons
<div></div> Unit 9: May	20 lessons

Unit 1: September

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading-Literature: Character, Setting, Plot, Sequence, and Author's POV in realistic fiction

Writing: Citing text evidence in 1 RACES Paragraph

Language: Types of Sentences, Subjects and Predicates

Vocabulary: Greek and Latin Roots Units 1-3

Stories Read: One Hen, The Boy Who Invented TV

Social Studies Connections: Economics strand

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

RL.5.6

Describe how a narrator's or speaker's point of view and perspective influence how events are described.

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RL.5.9

Unit 1: September

ELA - 5th grade - Last Updated on June 29, 2023

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 1: September

ELA - 5th grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various fiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT sequence events in a text (RI 5.5) find an author's POV (RL 5.6) and support with evidence (RL and RI 5.1) compare texts in the same genre (RL and RI 5.9)

Writing: TSWBAT Write a paragraph in RACES format color coding the four different parts of the paragraph (W5.2, W5.4, W5.5, W5.9)

Language: TSWBAT to identify and correct sentences and fragments (L5.1, L5.2)

Vocabulary: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders U1W1 and U1W4 tests, vocab unit quizzes, writing rubrics, spelling tests, grammar quizzes

STANDARDS

Ohio - Grade 5 - English Language Arts ELA
RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.6
Describe how a narrator's or speaker's point of view and perspective influence how events are described.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.9

Unit 1: September

ELA - 5th grade - Last Updated on June 29, 2023

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Unit 2: October

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading-Nonfiction: Compare and Contrast events, Author's POV

Writing: Comparing events in two texts with RACES, Halloween Descriptive Writing Narrative

Language: Subordinating and Coordinating Conjunctions, Figurative Language

Vocabulary: Greek and Latin roots units 4 and 5

Stories: The Future of Transportation, Camping with the President

Social Studies Connections: Map Skills, Geography, and Regions

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various nonfiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- Individual writing conferences
- Centers with focus skills

Unit 2: October

ELA - 5th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT compare and contrast events from two stories, identify figurative language in a text, compare texts in the same genre (L5.5, RL 5.9, RI 5.5, RI 5.10)

Writing: TSWBAT write a paragraph using RACES, write a descriptive narrative (W5.2, W5.3, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly use coordinating and subordinating conjunctions (L5.1, L5.2)

Vocabulary: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

STANDARDS

Ohio - Grade 5 - English Language Arts ELA
RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3

Unit 2: October

ELA - 5th grade - Last Updated on June 29, 2023

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 2: October

ELA - 5th grade - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics, spelling tests, grammar quiz

STANDARDS

Ohio - Grade 5 - English Language Arts ELA
RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish

Unit 2: October

ELA - 5th grade - Last Updated on June 29, 2023

writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 3: November

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading- Fiction: Summarize a text and identify theme in fiction with a focus on tall tales and fables from Native American tribes, Main Idea and key details in informational text, creating a plot map

Writing: Continue two paragraph RACES answers using outline

Language: Possessive Nouns, Figurative Language

Vocab: Units 6 and 7

Stories: The Boy Who Drew Birds, Blancaflor, Davy Crockett Saves The World, Paul Bunyan, An Extraordinary Girl,

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various fables and fairy tales in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- Individual writing conferences on RACES paragraphs
- Centers with focus skill
- Reader's Theatre with a folktale

Unit 3: November

ELA - 5th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT summarize important events in a story and identify text themes in fiction and support with evidence, create plot maps based on tall tales/fables , compare texts in the same genre (RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.5, RL 5.9, RL 5.10)

Writing: TSWBAT write two paragraphs comparing themes in two texts (W5.2, W5.3, W5.4, W5.5, W5.6, W5.9, W5.10, RL5.2)

Language: TSWBAT identify and correctly use different verbs and nouns, identify meaning of different forms of figurative language (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

STANDARDS

Ohio - Grade 5 - English Language Arts ELA
RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2
Analyze literary text development.
RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Unit 3: November

ELA - 5th grade - Last Updated on June 29, 2023

RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
RL.5.2.b
Summarize the text, incorporating a theme determined from details in the text.
RL.5.2.a
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: November

ELA - 5th grade - Last Updated on June 29, 2023

L.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Analyze literary text development.

RL.5.2.a

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

RL.5.2.b

Summarize the text, incorporating a theme determined from details in the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.

RL.5.5

Unit 3: November

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Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3: November

ELA - 5th grade - Last Updated on June 29, 2023

SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 4: December

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading- Fiction: Summarize a text and identify theme in fiction with a focus on tall tales and fables from Native American tribes, Main Idea and key details in informational text, creating a plot map

Writing: Begin explanatory essay writing using outlines, Gingerbread House descriptive Writing

Language: Linking Verbs, Pronouns and Antecedents, Figurative Language

Vocab: Units 7, 8

Stories : The Crow and The Pitcher, Legend of the Lady Slipper, How Coyote Stole the Sun and Moon , Crow Brings the Daylight

Social Studies Connections: Regions and Native American Tribes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various fables and fairy tales in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- Individual writing conferences on RACES paragraphs
- Centers with focus skill
- Reader's Theater with a fable

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT identify and support the theme in various texts , compare texts in the same genre (RL 5.1, RL 5.2, RL 5.3, RL 5.4, RL 5.5, RL 5.9, RL 5.10)

Writing: TSWBAT begin learning a five paragraph essay structure, write a descriptive paragraph (W5.2, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly use different verbs and pronouns (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics, spelling tests, plot quizzes, essays on theme and elements of tall tale from tall tales/fables with supporting text evidence, grammar quizzes

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

Unit 4: December

ELA - 5th grade - Last Updated on June 29, 2023

RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2
Analyze literary text development.
RL.5.2.a
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
RL.5.2.b
Summarize the text, incorporating a theme determined from details in the text.
RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.9
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Unit 4: December

ELA - 5th grade - Last Updated on June 29, 2023

W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 5: January

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading-Nonfiction: Main Idea and Details, Author's Point of View, Nonfiction text structures

Writing: 5 paragraph explanatory and opinion writing essays

Language: Main and Helping Verbs

Vocab: Units 9, 10, and 11

Stories: The Story of Snow, Gulf Spill Superheroes, Winter's Tale

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various nonfiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- outlining and writing five paragraph essays
- Centers with focus skill

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT identify main ideas and details , identify characteristics and types of nonfiction text structures, compare texts in the same genre (RI 5.1, RI 5.2, RI 5.3, RI 5.4, RI 5.5, RI 5.6, RI 5.9, RI 5.10)

Writing: TSWBAT write a five paragraph essay (W5.1, W5.2, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly use different pronouns (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics for essays, spelling tests, grammar quizzes

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

RI.5.1

Unit 5: January

ELA - 5th grade - Last Updated on June 29, 2023

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2
Analyze informational text development.
RI.5.2.a
Determine the main ideas of a text and explain how they are supported by key details.
RI.5.2.b
Provide a summary of the text that includes the main ideas and key details, as well as other important information.
RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.
RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
L.5.1

Unit 5: January

ELA - 5th grade - Last Updated on June 29, 2023

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Unit 6: February

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading-Nonfiction: Summarizing and Author's Point of View, Nonfiction text structures

Writing: 5 paragraph opinion essays

Language: Irregular Verbs, Pronoun Verb Agreement

Vocab: 12, 13, 14

Texts: Machu Picchu: Ancient City, The Anasazi, Ancestral Puebloans, Rosa

Social Studies Connections: Early tribes in the Americas

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)

-Reading various nonfiction texts in a whole group, small groups, or individually.

-Individual, small group, or whole group grammar and usage activities

-outlining and writing five paragraph essays

-Centers with focus skill

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT identify and support the author's POV with information from the text, identify characteristics and types of nonfiction text structures, compare texts in the same genre (RL5.6, RI 5.3, RI 5.5, RI 5.6, RI 5.8, RI 5.9, RI 5.10)

Writing: TSWBAT write five paragraph explanatory and opinion essays (W5.1, W5.2, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly irregular verb forms, use correct pronoun and verb agreement (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics for essays, spelling tests, grammar quizzes

STANDARDS

Unit 6: February

ELA - 5th grade - Last Updated on June 29, 2023

Ohio - Grade 5 - English Language Arts ELA
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.4.a

Unit 6: February

ELA - 5th grade - Last Updated on June 29, 2023

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

RL.5.6

Describe how a narrator's or speaker's point of view and perspective influence how events are described.

RI.5.8

Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.

RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

W.5.9.b

Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

Unit 6: February

ELA - 5th grade - Last Updated on June 29, 2023

W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

Unit 7: March

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading: Fiction and Poetry, Elements of Drama, Adages, Proverbs, Similes and Metaphors, Theme in poetry, poetry terms (U2 W5)

Writing: Continue 5 paragraph explanatory and opinion essays

Language: different types of pronouns

Vocab: Units 15, 16, 17

Stories: Where's Brownie, A Window Into History

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)

-Reading various poems and plays in a whole group, small groups, or individually.

-Individual, small group, or whole group grammar and usage activities

-outlining and writing five paragraph essays

-Centers with focus ski

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT identify elements of a play, types of poetry, theme in poetry, compare texts in the same genre (RL 5.2, RL 5.3,

Writing: TSWBAT write five paragraph explanatory and opinion essays (W5.1, W5.2, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly use different pronouns (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics for essays, spelling tests, grammar quizzes

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

RL.5.2

Analyze literary text development.

Unit 7: March

ELA - 5th grade - Last Updated on June 29, 2023

RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.2.a
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
RL.5.2.b
Summarize the text, incorporating a theme determined from details in the text.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 7: March

ELA - 5th grade - Last Updated on June 29, 2023

W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 8: April

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading: Summarize, Author's Point of View, Nonfiction Text structures review

Writing: 5 paragraph explanatory essay

Language: possessive pronouns

Vocab: Units 18 and 19

Stories: One Well

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading various poems and plays in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- outlining and writing five paragraph essays
- Centers with focus skill

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT summarize and identify POV in nonfiction, different types of nonfiction text structures , compare texts in the same genre

Writing: TSWBAT write five paragraph explanatory and opinion essays (W5.1, W5.2, W5.4, W5.5, W5.6, W5.9, W5.10)

Language: TSWBAT identify and correctly use different possessive pronouns (L5.1, L5.2, L5.5)

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown word (L5.4, L5.6)

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Wonders tests, vocab unit quizzes, writing rubrics, spelling tests, grammar quizzes

STANDARDS

Ohio - Grade 5 - English Language Arts ELA

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Unit 8: April

ELA - 5th grade - Last Updated on June 29, 2023

RI.5.2
Analyze informational text development.
RI.5.8
Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.
RI.5.9
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information
W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.10

Unit 8: April

ELA - 5th grade - Last Updated on June 29, 2023

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.2.a

Use punctuation to separate items in a series.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Unit 9: May

ELA - 5th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading: Review of all skills with A Long Walk to Water and connected nonfiction. We will cover again Author's POV, main idea and details, sequencing, theme, story elements, plot, figurative language

Writing: 5 paragraph essay on themes present in A Long Walk to Water

Language:

Vocab: finding words with Greek and Latin roots from the text, Unit 20 and review all

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary and morphology activities (using context clues, fill in the blanks, sentence scenarios, analogies)
- Reading the novel in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- outlining and writing five paragraph essays
- Centers with focus skill

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading: TSWBAT identify character, setting, and plot, Author's POV, main idea and details, theme

Writing: TSWBAT write a five paragraph explanatory essay on themes present in the novel

Language: TSWBAT identify and correctly use the parts of speech

Vocab: TSWBAT use knowledge of Greek and Latin roots to determine the meaning of unknown words

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Chapter tests, vocab quizzes, culminating essay , spelling tests

STANDARDS

Ohio - Grade 5 - English Language Arts ELA
RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2.a
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Unit 9: May

ELA - 5th grade - Last Updated on June 29, 2023

RL.5.3
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding.
L.5.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.b

Unit 9: May

ELA - 5th grade - Last Updated on June 29, 2023

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELA - 6th grade Literature & Composition

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: 6th Grade: Characters Who Change and Grow	35 lessons
<div></div> Unit 1: Sherlock Holmes	14 lessons
<div></div> Unit 3: 6th Grade: Failure and Success	22 lessons
<div></div> Unit 4: Christmas Figurative Language	5 lessons
<div></div> Unit 5: Tuck Everlasting- novel	35 lessons
<div></div> Unit 5: 6th Grade: Embracing our Differences	18 lessons
<div></div> Unit 6: Watsons Go To Birmingham- 1963	29 lessons
<div></div> Unit 7: 6th Grade: The Power of Play	14 lessons

Unit 1: 6th Grade: Characters Who Change and Grow

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 1

Stories:

- *Eleven*
- *Do People Really Change?*
- *Raymond's Run*
- *The Medicine Bag*
- *Scholarship Jacket*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study vocabulary
 - *pre, post, dis, il, dict, log, ate*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Cite text evidence to support analysis
- Identify plot elements and character development
- Identify central ideas
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

Unit 1: 6th Grade: Characters Who Change and Grow

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a baseline writing in an argumentative format
- Complete affix quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2
Analyze informational text development.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.b
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.c
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.d
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.e

Unit 1: 6th Grade: Characters Who Change and Grow

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

Establish and maintain a formal style.
W.6.1.f
Provide a concluding statement or section that follows from the argument presented.
W.6.1.a
Establish a thesis statement to present an argument.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.6.1.b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a
Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b
Maintain consistency in style and tone.
L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as

Unit 1: 6th Grade: Characters Who Change and Grow

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

a clue to the meaning of a word or phrase.

L.6.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a

Interpret figures of speech (e.g., personification) in context.

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 1: Sherlock Holmes

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Sherlock Holmes

Stories in class:

- *Red Headed League*
- *Five Orange Pips*
- *The Case of the Six Napoleons*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study vocabulary
 - *ize, ment, ness, sub,*
- Lexia Power Up/Quill

Sherlock Holmes short story- *Red Headed League*, *Five Orange Pips*, and *The Case of the Six Napoleons*

<https://www.eastoftheweb.com/short-stories/UBooks/RedHead.shtml>

<http://www.eastoftheweb.com/short-stories/UBooks/FiveOran.shtml>

ATTACHMENTS

 six_napoleons_ques.pages

 red_head_questions.pages

 Five_Orange_Pips_ques.pages

 Six_Napoleons_copy.pdf

Unit 1: Sherlock Holmes

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify plot elements and character development
- Identify theme and central idea
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Read short story text and answer text questions (multiple choice and extended responses)
- Complete affix quizzes

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Unit 1: Sherlock Holmes

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2.a

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2.b

Spell correctly.

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.a

Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3.b

Maintain consistency in style and tone.

L.6.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.5.a

Interpret figures of speech (e.g., personification) in context.

L.6.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

Unit 3: 6th Grade: Failure and Success

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 2

Stories:

- *Laura's Keys, Mother to Son*
- *See It Through*
- *Michael Jordan: A Profile in Failure*
- *Sweet, Difficult Sounds*

Activities in Class:

- Weekly Mentor Sentences from current readings
- Morphology/Word Study
 - *sub, super, im, mid*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme and central idea
- Identify the symbolism from the stories
- Identify, define and utilize morphology affixes

Unit 3: 6th Grade: Failure and Success

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Read short story text and answer a text questions (multiple choice and extended responses)
- Complete affix quizzes
- Practice writing introductions and conclusions for essays
- Complete an expository writing

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
RL.6.2.b
Incorporate a theme and story details into an objective summary of the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RI.6.2
Analyze informational text development.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.6.2.b
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and

Unit 3: 6th Grade: Failure and Success

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

multimedia to aid comprehension, if needed.
W.6.2.c
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.d
Use appropriate transitions to clarify the relationships among ideas and concepts.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b
Spell correctly.
L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a
Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b
Maintain consistency in style and tone.

Unit 3: 6th Grade: Failure and Success

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a
Interpret figures of speech (e.g., personification) in context.
L.6.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Christmas Figurative Language

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Figurative Language Activity

Seasonal examples on Keynote

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study vocabulary
 - *tele*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Partners
- Independently

Questioning:

- Whole group
- Partners

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify figurative language types and discuss examples as whole group
- Create new examples completed with partners

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Complete packet of eight types of figurative language

STANDARDS

Ohio - Grade 6 - English Language Arts ELA

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Unit 4: Christmas Figurative Language

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b
Spell correctly.
L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a
Interpret figures of speech (e.g., personification) in context.

Unit 5: Tuck Everlasting- novel

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Novel Study

- *Tuck Everlasting*

Short Stories/Accompanying Texts:

- *The Night the Ghost Got In*
- *On Turning Ten*
- *Funeral*
- *The Clock Man*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study vocabulary
 - *ive, less, pro, con, de, mis, form*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 5: Tuck Everlasting- novel

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme and central idea
- Identify plot elements and character development
- Analysis of figurative language and literary devices
- Create an argumentative writing
- Creative Writing
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Complete affix quizzes
- Complete chapter questions from novel
- Complete One Page summative novel assignment

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
RL.6.2.b
Incorporate a theme and story details into an objective summary of the text.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.5

Unit 5: Tuck Everlasting- novel

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.2.a

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.2.b

Spell correctly.

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.3.a

Vary sentence patterns for meaning, reader/listener interest, and style.

L.6.3.b

Maintain consistency in style and tone.

L.6.4

Unit 5: Tuck Everlasting- novel

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.5.a

Interpret figures of speech (e.g., personification) in context.

L.6.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

Unit 5: 6th Grade: Embracing our Differences

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 5

Stories:

Fish Cheeks

Chameleon

Identity, Inside Out

Unusual Normality

Drum Dream Girl

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study vocabulary
 - *rupt*, *bio*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 5: 6th Grade: Embracing our Differences

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme
- Identify character and plot development
- Make appropriate word choices and identify figurative language
- Identify text structure
- Identify point of view
- Create an argumentative writing
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Read short story text and answer a text questions (multiple choice and extended responses)
- Complete affix quizzes/weekly
- Create an argumentative writing

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
RL.6.2.b
Incorporate a theme and story details into an objective summary of the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.5

Unit 5: 6th Grade: Embracing our Differences

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6
Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.6
Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.b
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.c
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.d
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.e
Establish and maintain a formal style.
W.6.1.f
Provide a concluding statement or section that follows from the argument presented.
W.6.1.a
Establish a thesis statement to present an argument.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Unit 5: 6th Grade: Embracing our Differences

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partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.1.d
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b
Spell correctly.
L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.3.a
Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a
Interpret figures of speech (e.g., personification) in context.

Unit 6: Watsons Go To Birmingham- 1963

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 3: Novel Study

- *Watsons Go To Birmingham-1963*

Short Stories/Accompanying Texts:

- *Emmett Till*
- *The 16th Street Baptist Church Street Bombing*

Activities in Class:

- Mentor sentences from current readings
- Morphology/Word Study vocabulary
 - *scrib/script, pono, ir*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 6: Watsons Go To Birmingham- 1963

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COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify plot elements and character development
- Identify theme development
- Analysis of figurative language and connotative language
- Create an explanatory writing
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Read short story text and answer text questions (multiple choice and extended responses)
- Complete affix quizzes/weekly
- Create explanatory writing following given prompt

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
RL.6.2.b
Incorporate a theme and story details into an objective summary of the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.6

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Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.b

Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.e

Establish and maintain a formal style.

W.6.1.f

Provide a concluding statement or section that follows from the argument presented.

W.6.1.a

Establish a thesis statement to present an argument.

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Unit 6: Watsons Go To Birmingham- 1963

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L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.5.a
Interpret figures of speech (e.g., personification) in context.
L.6.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: 6th Grade: The Power of Play

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 6

Stories:

The Importance of Recess

Why Kids Need Recess

Why Kids Need to spend Time in Nature

Brock University Researchers Find Recess Works When It's All About Play

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Word Study
 - *trans, un, ast*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 7: 6th Grade: The Power of Play

ELA - 6th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Make connections between ideas
- Practice addressing the audience in writing
- Identify central ideas
- Use relevant descriptive details
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Identify central idea
- Making connections between ideas
- Create an argumentative writing based on given prompt
- Practice addressing a specific audience in writing
- Complete affix quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.b
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.c
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an

Unit 7: 6th Grade: The Power of Play

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understanding of the topic or text.
W.6.1.d
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.e
Establish and maintain a formal style.
W.6.1.f
Provide a concluding statement or section that follows from the argument presented.
W.6.1.a
Establish a thesis statement to present an argument.
W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA - 6th grade

Vermilion Local School District

UNITS (7/7 SELECTED)		SUGGESTED DURATION
	Unit 1: Common Lit: Characters Who Change and Grow	13 lessons
	Unit 2: Plot Structure & Descriptive Writing	12 lessons
	Unit 3: Common Lit: Failure and Success	13 lessons
	Unit 4: Novel Study: Tuck Everlasting	18 lessons
	Unit 5: Common Lit: Embracing our Differences	11 lessons
	Unit 6: Novel Study: Watsons go to Birmingham	10 lessons
	Unit 7: Common Lit: Power of Play	9 lessons

Unit 1: Common Lit: Characters Who Change and Grow

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

[Common Lit Unit #1: Characters Who Change and Grow](#)

Essential Question: How are people changed through their relationships and experiences?

- Reading both nonfiction and fiction articles and stories about relatable adolescent protagonists who grow and mature through tough decisions.
- **Stories read:**
 - “Do People Really Change?” by Jessica McBirney (Informational)
 - “Raymond’s Run” by Toni Cade Bambara (Short Story)
 - “The Medicine Bag” by Virginia Driving Hawk Sneve (Short Story)
 - “The Scholarship Jacket” by Marta Salinas (Short Story)

Other essential topics/resources:

- Paragraph structure and relevant evidence
- Word parts and morphology study
- Parts of speech review & mentor sentences
- [Lexia: Power Up](#)(word study, grammar skills, comprehension)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Drafted essay using colored strips in order to show paragraph organization. Each essay part of “RACE” strategy was assigned a color (red, green, yellow, blue).
- Practicing breaking down a prompt into its individual steps.
- Writing baseline assessment
- Small group and individual vocabulary activities (using context clues by looking at captions, sentences and pictures, fill in the blanks, sentence scenarios, etc.)
- Reading various non-fiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- Daily morphology homework worksheet (defining word parts, writing original sentences using identified words, word matching, drawing the meaning of words,)
 - [Morphology Document](#)

Unit 1: Common Lit: Characters Who Change and Grow

ELA - 6th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading:

- Cite text evidence to support analysis
- Plot elements and character
- Central idea development

Writing:

- Argument writing

Language:

- Appropriate punctuation
- Grade appropriate academic vocabulary

Speaking and Listening:

- Small group and whole group discussions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- End of unit essay (literary analysis) choosing one of two characters and writing about how an important person changed them. Making comparisons about how an important person of the student's choice has had an influence on their own lives.

[Essay Rubric](#)

- Vocabulary quiz for each set of words
- Weekly morphology/word part/sentence structure quiz
- Short story text questions with extended responses

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RI.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2

Unit 1: Common Lit: Characters Who Change and Grow

ELA - 6th grade - Last Updated on June 29, 2023

Analyze informational text development.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
SL.6.1.b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Unit 2: Plot Structure & Descriptive Writing

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Plot structure and the 5 main parts of plot diagrams.
- Descriptive writing using grade level vocabulary-specifically adjectives
- Review parts of speech and figurative language
- [Lexia: Power Up](#) (grammar, word study, comprehension)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Short Story: "The Elevator" by William Sleator
- Plot Structure Entry Ticket
- Watching Disney Pixar shorts and mapping out the events in the story both in whole groups and individually.
 - [Reviewing Plot Structure Video](#)
 - [Pixar's "Dug's Special Mission"](#)
 - [Pixar's "Presto"](#)
- Detailed writing about a haunted house. Students must use specific details then exchange writings with a partner. Students draw the houses according to the written descriptions.

ATTACHMENTS

 _The_Elevator__Short_Story.pdf

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Students will be able to use thesauruses or dictionaries either printed or digitally
- Students will be able to identify parts of speech in writing
- Students will be able to create a narrative using descriptive language (adjectives, adverbs, figurative language)
- Students will practice correct grammar, punctuation and capitalization
- Students will be able to plot a story's events on a plot map

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Weekly morphology/word part/sentence structure quiz
 - [Morphology Document](#)
- Short story text questions with extended responses
- Haunted House narrative writing activity

STANDARDS

Ohio - Grade 6 - English Language Arts ELA

RL.6.3

Unit 2: Plot Structure & Descriptive Writing

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Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Unit 2: Plot Structure & Descriptive Writing

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L.6.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 3: Common Lit: Failure and Success

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

[Common Lit Unit #3: Failure and Success](#)

Essential Question: How does failure impact us, and how should we respond?

- Build students' confidence by transforming their view of failure
- Texts include pre-teen protagonists from diverse backgrounds

Stories:

- "Laura's Key" by Anne-Marie Reidy (Short Story)
- "Mother to Son" by Langston Hughes (Poem)
- "See It Through" by Edgar Guest (Poem)
- Word parts and morphology study
- Parts of speech & mentor sentences.
- Analyzing sentence structure. How can we write more detailed sentences?
- [Lexia: Power Up](#) (word study, grammar skills, comprehension)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary activities (using context clues, fill in the blanks, sentence scenarios, etc.)
- Reading various non-fiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- note taking
- Small group and whole group discussions
- Daily morphology bellringer worksheet activities (defining word parts, writing original sentences using identified words, word matching, drawing the meaning of words)
 - [Morphology Document](#)

Unit 3: Common Lit: Failure and Success

ELA - 6th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading:

- Theme and central idea
- Plot elements and character change
- Analysis of figurative language and literary devices
- Comparing and contrasting texts in different forms or genres

Writing:

- Expository writing
- Writing introductions
- Writing conclusions

Language:

- Subjective and objective pronoun case
- Grade appropriate academic vocabulary

Speaking and Listening:

- Referring to evidence in discussion Grammar: Figurative language (metaphors, similes, hyperboles, alliteration)
- Determining themes
- Cause and effect
- Review plot and story elements
- text/content specific vocabulary
- point of view

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Vocabulary quiz for each set of words
- Weekly morphology/word part/sentence structure quiz
- Short story text questions with extended responses
- End of unit writing task (Literary Analysis Essay)
- Students must choose between writing about how the character Nothukula in “Sweet, Difficult Sounds” changes from beginning to end or about her conflict and how it was resolved along with choosing a theme from the story.
- [Essay Rubric](#)

STANDARDS

Ohio - Grade 6 - English Language Arts ELA	
	RL.6.2
Analyze literary text development.	
	RI.6.2

Unit 3: Common Lit: Failure and Success

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Analyze informational text development.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.6.2.g
Provide a concluding statement or section that follows from the information or explanation presented.
W.6.2.a
Establish a thesis statement to present information.
W.6.2.f
Establish and maintain a formal style.
W.6.2.d
Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.c
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.4.b

Unit 3: Common Lit: Failure and Success

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Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

W.6.1.b

Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.c

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1.d

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.e

Establish and maintain a formal style.

RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6—8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit 4: Novel Study: Tuck Everlasting

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Reading Novel: Tuck Everlasting by Natalie Babbitt
- Watching the movie Tuck Everlasting
- paired text short stories, poems, and articles with guided reading and assessment questions
 - “On Turning Ten” (Billy Collins)
 - “Funeral” (Ralph Fletcher)
 - “The Night the Ghosts Got In” (James Thurber)
 - “Eleven” (Sandra Cisneros)
 - “The Clock Man” (Shel Silverstein)

Other essential topics/resources:

- Lexia: Power Up (word study, grammar skills, comprehension)
- Word parts and morphology study
- Parts of speech & mentor sentences.
- Analyzing sentence structure. How can we write more detailed sentences?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Novel vocabulary activities and lessons
- chapter comprehension questions
- Small group and whole group discussions
- Centers for Figurative Language review and practice
- Watching Tuck Everlasting movie after reading the novel to compare and contrast novel and visual media
- Water importance slide show
- Daily morphology homework worksheet activities (defining word parts, writing original sentences using identified words, word matching, finding synonyms and antonyms, identifying syllables and vowels)
 - [Morphology Document](#)

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading:

- Theme and central idea
- Plot elements and character change
- symbolism
- comparing and contrasting multiple texts

Writing:

- Argumentative writing (Would you want to live forever-why or why not? Pros/Cons)

Unit 4: Novel Study: Tuck Everlasting

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SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of novel project:

- One page project Book Analysis-Making connections between student creativity and big ideas in the novel

ATTACHMENTS

 Tuck_Everlasting_One-Pager_Project_Book_Analysis.pages

STANDARDS

Ohio - Grade 6 - English Language Arts ELA
RL.6.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2
Analyze literary text development.
RL.6.2.a
Determine a theme of a text and how it is conveyed through particular details.
RL.6.2.b
Incorporate a theme and story details into an objective summary of the text.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6
Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

Unit 4: Novel Study: Tuck Everlasting

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RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.
RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.b
Introduce claim(s) and organize the reasons and evidence clearly.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2.b
Spell correctly.
L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

Unit 4: Novel Study: Tuck Everlasting

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writing.
L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.5.a
Interpret figures of speech (e.g., personification) in context.
L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.5.b
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.6.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

Unit 5: Common Lit: Embracing our Differences

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

[Common Lit Unit #5: Embracing our Differences](#)

Essential Question: What keeps people from embracing their differences and how do they find the courage to be themselves?

- Validates students' own struggles and concerns about embracing their differences
- Motivates students through empowering messages and confident protagonists
- Challenges students to consider the impact of embracing, or not embracing, differences
- Engages students through a guided exploration focusing on how the unit authors' lives influenced their writing
- Word parts and morphology study
- Parts of speech & mentor sentences
- Short story/articles text questions with extended responses
 - "Fish Cheeks" by Amy Tan (Short Story)
 - "Chameleon" by David Lopera (Personal Essay)
 - "Identity" Julio Noboa (Poem)
 - "Inside Out" by Francisco Jimenez (Short Story)
 - "Unusual Normality" by Ishmael Beah (Memoir)
 - "Drum Dream Girl" by Margarita Engle (Poem)

[Lexia: Power Up](#) (word study, grammar skills, comprehension)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary activities (using context clues by looking at captions, sentences and pictures, fill in the blanks, sentence scenarios, etc.)
- Reading various non-fiction and fictional texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
 - revising sentence fragments and run-ons to write complete sentences
 - examining parts of a sentence
 - identifying sentences fragments and run-ons
 - using coordinating conjunctions
 - correcting run-on sentences
- writing narrative prompts
- grammar and usage activities
- daily morphology bellringer worksheet activities (defining word parts, writing original sentences using identified words, word matching)
 - [Morphology Document](#)

Unit 5: Common Lit: Embracing our Differences

ELA - 6th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading

- Theme
- Character and plot development
- Word choice and figurative language
- Text structure
- Point of view

Writing

- Literary analysis
- Transition words for clarity
- Revising for sentence variety

Language

- Complete sentences, sentence fragments, run-on sentences
- Grade appropriate academic vocabulary

Speaking and Listening

- Participate effectively in collaborative discussions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

End of Unit Literary Analysis Essay

[Essay Rubric](#)

- Prompt: Which character or speaker in the unit *most* embraces their differences? Prove your opinion by comparing and contrasting your chosen character/speaker with at least one other character/speaker from a different unit text.
- Vocabulary quiz for each set of words
- Weekly morphology/word part quiz

STANDARDS

Ohio - Grade 6 - English Language Arts ELA	
RL.6.1	
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.6.2	
Analyze literary text development.	
RL.6.3	

Unit 5: Common Lit: Embracing our Differences

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Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6
Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.6
Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.c
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.6.1.e

Unit 5: Common Lit: Embracing our Differences

ELA - 6th grade - Last Updated on June 29, 2023

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.2.a
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
L.6.2.b
Spell correctly.
W.6.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.6.6

Unit 5: Common Lit: Embracing our Differences

ELA - 6th grade - Last Updated on June 29, 2023

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Unit 6: Novel Study: Watsons go to Birmingham

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

[Common Lit Unit #3: The Watsons go to Birmingham](#)

- **Novel: The Watsons go to Birmingham**
- Includes standards aligned questions for each chapter, with provided answers
- student writing and discussion within each chapter and at the novel's end
- exploring a historical time period through a young person's eyes
- opportunities for students to discuss the novel's modern day connections
- Supplemental texts:
 - The 16th Street Baptist Church Bombing by Jessica McBirney (Non-Fiction)
 - Sometimes, History is Sadness by David White (Non-Fiction)
 - Moving Home by Heidi Stemple (Non-fiction)
- Word parts and morphology study
 - [Morphology Document](#)
- Parts of speech & mentor sentences.
- State testing preparations

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary activities (using context clues, fill in the blanks, sentence scenarios, etc.)
- Small and whole group discussion
- Reading various non-fiction texts in a whole group, small groups, or individually.
- Individual, small group, or whole group grammar and usage activities
- writing narrative prompts
- grammar and usage activities- Pronoun Agreement
 - looking for agreements/practice
 - fixing sentences through multiple choice and fill in the blank questions
- Daily morphology bellringer worksheet activities (defining word parts, writing original sentences using identified words, word matching)

Unit 6: Novel Study: Watsons go to Birmingham

ELA - 6th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading:

- Plot elements and characters
- Theme development
- Analysis of figurative and connotative language
- Point of view analysis

Writing

- Explanatory writing

Language

- Grade-appropriate academic vocabulary
- Appropriate shifts in pronoun number and person

Speaking and Listening

- Referring to evidence in discussion
- Rules for discussion

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- End of unit essay
- **Prompt:** “How do people respond to and recover from challenges and tragedy? How does the novel answer this question through its central theme? Explain how the author develops this theme through the character of Byron.”
 - [Essay Rubric](#)
- Vocabulary quiz for each set of words
- Weekly morphology/word part quiz

STANDARDS

Ohio - Grade 6 - English Language Arts ELA	
RL.6.3	
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
RL.6.2	
Analyze literary text development.	
RL.6.4	
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.	
RL.6.6	

Unit 6: Novel Study: Watsons go to Birmingham

ELA - 6th grade - Last Updated on June 29, 2023

Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.1.c
Recognize and correct inappropriate shifts in pronoun number and person.
SL.6.1.b
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.6.1

Unit 6: Novel Study: Watsons go to Birmingham

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Unit 7: Common Lit: Power of Play

ELA - 6th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

[Common Lit Unit #6: Power of Play](#)

Essential Question: How can we make recess work for middle school?

- Engages students with a topic they have an opinion on: recess!
- Scaffold and guide student research with shared sources
- Explore different perspectives on recess from around the world
- Motivate students to effectively argue through a class debate
- Engage students by providing an authentic audience to present their research to
- Strengthen student arguments writing by focusing on persuasive reasons
- Parts of speech & mentor sentences.
- [Lexia: Power Up](#) (grammar, word study, comprehension)
- Word parts and morphology study
 - [Morphology Document](#)

Supplemental Texts:

- “The Importance of Recess” by Harvard Health Publishing (Informational)
- “Why Kids Need Recess” by Alia Wong (Opinion)
- “Why Kids Need to Spend Time in Nature” by Danielle Cohen (Informational)
- “Brock University Researchers Find Recess Works When It’s All About Play” by Louise Brown (News)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Small group and individual vocabulary activities (using context clues, fill in the blanks, sentence scenarios, etc.)
- Reading various non-fiction texts in a whole group, small groups, or individually.
- Daily morphology homework worksheet (defining word parts, writing original sentences using identified words, word matching, drawing the meaning of words)
- Using media exploration for students to work collaboratively to understand factors that led to students in the U.S. losing recess
- Using media exploration to introduce students to different types of recess around the world
- Analyzing research studies
- Students watch videos of both structured and unstructured play time and weigh the benefits of each as they seek to answer: what does the perfect recess look like?
- Class debates: students will weigh two sides of an argument
- Collaborations to assemble evidence and express ideas clearly
- Taking notes and using previously created slide decks to facilitate discussion

Unit 7: Common Lit: Power of Play

ELA - 6th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading:

- Central idea
- Connections between ideas

Writing:

- Argument writing
- Addressing a specific audience
- Using relevant descriptive details
- Strengthening writing through revision

Language:

- Grade-appropriate academic vocabulary

Speaking and Listening:

- Collaborative discussion and debate

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Summative assessment: Brochure Project
 - Students work in small groups to create a brochure visual. They will make a case for recess overall and outline the benefits of structured and unstructured recess. Students will demonstrate understanding of the value of recess and their ability to convey information in an aesthetically pleasing and compelling way.
- multiple choice vocabulary quiz
- group debate
- short story questions with extended responses

STANDARDS

Ohio - Grade 6 - English Language Arts ELA	
	RI.6.2
Analyze informational text development.	
	RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	
	RI.6.1

Unit 7: Common Lit: Power of Play

ELA - 6th grade - Last Updated on June 29, 2023

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.1.b
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.c
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.f
Provide a concluding statement or section that follows from the argument presented.
W.6.1.a
Establish a thesis statement to present an argument.
W.6.2.b
Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.6.2.c
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Unit 7: Common Lit: Power of Play

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W.6.2.d
Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.g
Provide a concluding statement or section that follows from the information or explanation presented.
W.6.2.a
Establish a thesis statement to present information.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1.a
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.6.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.6.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
L.6.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.6.4.a

Unit 7: Common Lit: Power of Play

ELA - 6th grade - Last Updated on June 29, 2023

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RI.6.2.a

Determine a central idea of a text and how it is conveyed through particular details.

RI.6.2.b

Provide an objective summary of the text that includes the central idea and relevant details.

SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.6

Unit 7: Common Lit: Power of Play

ELA - 6th grade - Last Updated on June 29, 2023

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELA - 7th grade Literature & Composition

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: 7th Grade: In or Out- Our Struggle to Belong	35 lessons
<div></div> Unit 2: Edgar A Poe	31 lessons
<div></div> Unit 3: 7th Grade Adolescence	27 lessons
<div></div> Unit 4: 7th Grade The Giver novel	23 lessons
<div></div> Unit 5: 7th Grade: School Electives: Which One Matters Most?	12 lessons
<div></div> Unit 6: 7th Grade The Outsiders novel	20 lessons
<div></div> Unit 7: 7th Grade Holocaust	24 lessons

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 1

Stories:

- *Seventh Grade*
- *The War of the Wall*
- *The White Umbrella*
- *Hello, My Name is ____*
- *Stolen Party*
- *How the Need to Belong Influences Human Motivation*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *monos, duo/bi, tri, quartus, omnis, claudio, negare*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify point of view
- Write a thesis statement
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a baseline writing in an argumentative format
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6
Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

selection, organization, and analysis of relevant content
W.7.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.7.2.c
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.d
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.f
Establish and maintain a formal style.
W.7.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented
W.7.2.a
Establish a thesis statement to present information.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Edgar A Poe

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Poe short stories, play and poems

- *Poe's Life Story*
- *Annabel Lee*
- *Oblong Crate*
- *Murders in the Rue Morgue (original version)*
- *Dream Within a Dream*
- *Oval Portrait*
- *Black Cat (original version)*
- Common Lit activities for *Annabel Lee* and *Black Cat*
- *Two Thanksgiving Day Gentlemen*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *vanus, implere, mangus, ante, primus*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 2: Edgar A Poe

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development and central idea within the story
- Identify plot elements and character change within the story
- Analysis of figurative language
- Point of View
- Use grade level vocabulary
- Write and argumentative essay
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a writing in an argumentative format
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

Unit 2: Edgar A Poe

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.e

Establish and maintain a formal style.

W.7.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.7.1.a

Establish a thesis statement to present an argument.

W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.e

Unit 2: Edgar A Poe

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

Provide a conclusion that follows from and reflects on the narrated experiences or events.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Unit 3: 7th Grade Adolescence

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 2

Stories:

- *Going Steady*
- *Hanging Fire*
- *Saturday at the Canal*
- *Likes vs Likeability, Popularity*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *post, artis, cantare, ventum, via*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 3: 7th Grade Adolescence

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify the interaction of story elements
- Identify the impact of repetition and figurative language in a poem
- Identify structure within poetry
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Unit 3: 7th Grade Adolescence

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e
Establish and maintain a formal style.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 3: 7th Grade Adolescence

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: 7th Grade The Giver novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 3

Stories:

- *The Giver* novel
- *One Child in China is a Success*
- *Addressing the Disastrous One- Child Policy*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *jacere, cursor, salire, valere, per*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify story elements and characters
- Identify point of view
- Write a thesis statement
- Write an argumentative essay
- Refer to evidence from the story in a discussion
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

Unit 4: 7th Grade The Giver novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6
Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d

Unit 4: 7th Grade The Giver novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4

Unit 4: 7th Grade The Giver novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 6

Stories:

- *Arlington Heights Parents Oppose District 25s Plan*
- *Middle School Music and Theater Students get Better Grades*
- *Reading, Writing and Roasting...*
- *Coding- It's All Around Us*
- *The Value of Taking Electives*
- *Five Skills I Learned in Marching Band*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *ferre, torqueo, ex, pono*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify central idea within the story
- Identify the connections between ideas of a story
- Write an argumentative essay
- Address and revise writing for a specific audience
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RI.7.2
Analyze informational text development.
RI.7.2.a
Determine two or more central ideas in a text and analyze their development over the course of the text.
RI.7.2.b
Provide an objective summary of the text that includes the central ideas and their development.
RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Story:

- *The Outsiders* novel

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *extra, tenere*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify character development within the story
- Identify static/dynamic character change within the story
- identify internal and external conflict with characters in the story
- Discuss symbolism found within the story
- Use grade level vocabulary
- Write an argumentative essay
- Identify, define and utilize morphology affixes

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a writing in an argumentative format- Who is A Hero?
- Create a soundtrack that relates to significant events from the story
- Research and complete the 1960s web quest for background knowledge
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.2.d
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.f
Establish and maintain a formal style.
W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.5

Unit 6: 7th Grade The Outsiders novel

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Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Unit 7: 7th Grade Holocaust

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Holocaust Stories and Poems:

- *The Hangman* poem
- *The Greenies* short story
- *Surviving the Angel of Death* novel
- *If You Cried, You Died* video
- *Martin* poem
- *Why* poem
- *One Pair of Shoes* poem
- *A Class Divided* video
- Holocaust Ghetto camp music

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *jungo, ab*
- Lexia Power Up/Quill

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 7: 7th Grade Holocaust

ELA - 7th grade Literature & Composition - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify the impact of repetition and figurative language in a poem
- Identify structure within poetry
- Write an argumentative essay
- Write a narrative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2
Analyze informational text development.
RI.7.2.a
Determine two or more central ideas in a text and analyze their development over the course of the text.
RI.7.2.b
Provide an objective summary of the text that includes the central ideas and their development.
RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4

Unit 7: 7th Grade Holocaust

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Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.6

Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.b

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.e

Establish and maintain a formal style.

W.7.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.7.1.a

Establish a thesis statement to present an argument.

Unit 7: 7th Grade Holocaust

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W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9.a
Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).
W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Unit 7: 7th Grade Holocaust

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partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.a

Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.b

Spell correctly.

L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 7: 7th Grade Holocaust

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L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA - 7th grade

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: 7th Grade: In or Out- Our Struggle to Belong	35 lessons
<div></div> Unit 2: Edgar A Poe	31 lessons
<div></div> Unit 3: 7th Grade Adolescence	27 lessons
<div></div> Unit 4: 7th Grade The Giver novel	23 lessons
<div></div> Unit 5: 7th Grade: School Electives: Which One Matters Most?	12 lessons
<div></div> Unit 6: 7th Grade The Outsiders novel	20 lessons
<div></div> Unit 7: 7th Grade Holocaust	24 lessons

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 1

Stories:

- *Seventh Grade*
- *The War of the Wall*
- *The White Umbrella*
- *Hello, My Name is ____*
- *Stolen Party*
- *How the Need to Belong Influences Human Motivation*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *monos, duo/bi, tri, quartus, omnis, claudio, negare*
- Lexia Power Up/Quill

<https://www.sd27j.org/cms/lib8/CO01900701/Centricity/Domain/352/SEVENTH%20GRADE%20by%20Gary%20Soto.pdf>

https://www.commonlit.org/en/units/in-or-out-our-struggle-to-belong/lessons_and_materials

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify point of view
- Write a thesis statement
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

ATTACHMENTS

 Seventh_Grade_Ques..pages

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a baseline writing in an argumentative format
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA

RL.7.2

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade - Last Updated on June 29, 2023

Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6
Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.7.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.7.2.c
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.d
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.f
Establish and maintain a formal style.
W.7.2.g

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade - Last Updated on June 29, 2023

Provide a concluding statement or section that follows from and supports the information or explanation presented
W.7.2.a
Establish a thesis statement to present information.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b

Unit 1: 7th Grade: In or Out- Our Struggle to Belong

ELA - 7th grade - Last Updated on June 29, 2023

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: Edgar A Poe

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Poe short stories, play and poems

- *Poe's Life Story*
- *Annabel Lee*
- *Oblong Crate*
- *Murders in the Rue Morgue*
- *Dream Within a Dream*
- *Oval Portrait*
- *Black Cat*
- Common Lit activities for *Annabel Lee* and *Black Cat*
- *Two Thanksgiving Day Gentlemen*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *vanus, implere, mangus, ante, primus*
- Lexia Power Up/Quill

<https://7thgradeelasms.weebly.com/edgar-allan-poe.html>

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rxszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

ATTACHMENTS



thanksgiving_gentlemen.pdf

Unit 2: Edgar A Poe

ELA - 7th grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development and central idea within the story
- Identify plot elements and character change within the story
- Analysis of figurative language
- Point of View
- Use grade level vocabulary
- Write and argumentative essay
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a writing in an argumentative format
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

Unit 2: Edgar A Poe

ELA - 7th grade - Last Updated on June 29, 2023

Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.

Unit 2: Edgar A Poe

ELA - 7th grade - Last Updated on June 29, 2023

W.7.1.a
Establish a thesis statement to present an argument.
W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.

Unit 2: Edgar A Poe

ELA - 7th grade - Last Updated on June 29, 2023

L.7.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Unit 3: 7th Grade Adolescence

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 2

Stories:

- *Going Steady*
- *Hanging Fire*
- *Saturday at the Canal*
- *Likes vs Likeability, Popularity*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *post, artis, cantare, ventum, via*
- Lexia Power Up/Quill

https://www.commonlit.org/en/units/adolescence/lessons_and_materials

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rxszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 3: 7th Grade Adolescence

ELA - 7th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify the interaction of story elements
- Identify the impact of repetition and figurative language in a poem
- Identify structure within poetry
- Write an argumentative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem

Unit 3: 7th Grade Adolescence

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or section of a story or drama.
RL.7.5
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e
Establish and maintain a formal style.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: 7th Grade The Giver novel

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 3

Stories:

- *The Giver* novel
- *One Child in China is a Success*
- *Addressing the Disastrous One- Child Policy*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *jacere, cursor, salire, valere, per*
- Lexia Power Up/Quill

https://www.commonlit.org/en/units/the-giver/lessons_and_materials

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rxszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

ATTACHMENTS

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 chinas_one_child_policy-negatives__2_.pages

Unit 4: 7th Grade The Giver novel

ELA - 7th grade - Last Updated on June 29, 2023

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify story elements and characters
- Identify point of view
- Write a thesis statement
- Write an argumentative essay
- Refer to evidence from the story in a discussion
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA	
	RL.7.2
Analyze literary text development.	
	RL.7.2.a

Unit 4: 7th Grade The Giver novel

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Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b
Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.6
Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e
Establish and maintain a formal style.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

Unit 4: 7th Grade The Giver novel

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partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.a

Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2.b

Spell correctly.

L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Common Lit Unit 6

Stories:

- *Arlington Heights Parents Oppose District 25s Plan*
- *Middle School Music and Theater Students get Better Grades*
- *Reading, Writing and Roasting...*
- *Coding- It's All Around Us*
- *The Value of Taking Electives*
- *Five Skills I Learned in Marching Band*

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *ferre, torqueo, ex, pono*
- Lexia Power Up/Quill

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<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665)

https://www.commonlit.org/en/units/school-electives-which-one-matters-most/lessons_and_materials

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify central idea within the story
- Identify the connections between ideas of a story
- Write an argumentative essay
- Address and revise writing for a specific audience
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RI.7.2
Analyze informational text development.
RI.7.2.a
Determine two or more central ideas in a text and analyze their development over the course of the text.
RI.7.2.b
Provide an objective summary of the text that includes the central ideas and their development.
RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b

Unit 5: 7th Grade: School Electives: Which One Matters Most?

ELA - 7th grade - Last Updated on June 29, 2023

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
L.7.1

Unit 5: 7th Grade: School Electives: Which One Matters Most?

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Story:

- *The Outsiders* novel

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *extra, tenere*
- Lexia Power Up/Quill

<https://7thgradeelasms.weebly.com/the-outsiders.html>

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify character development within the story
- Identify static/dynamic character change within the story
- identify internal and external conflict with characters in the story
- Discuss symbolism found within the story
- Use grade level vocabulary
- Write and argumentative essay
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create a writing in an argumentative format- Who is A Hero?
- Create a soundtrack that relates to significant events from the story
- Research and complete the 1960s web quest for background knowledge
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

ATTACHMENTS

 Who_is_a_Hero_.pages

STANDARDS

Ohio - Grade 7 - English Language Arts ELA
RL.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2
Analyze literary text development.
RL.7.2.a
Determine a theme of a text and analyze its development over the course of the text.
RL.7.2.b

Unit 6: 7th Grade The Outsiders novel

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Incorporate the development of a theme and other story details into an objective summary of the text.
RL.7.3
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.7
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.2.d
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

Unit 6: 7th Grade The Outsiders novel

ELA - 7th grade - Last Updated on June 29, 2023

W.7.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.7.2.f
Establish and maintain a formal style.
W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.5
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL.7.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely.

Unit 6: 7th Grade The Outsiders novel

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L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Unit 7: 7th Grade Holocaust

ELA - 7th grade - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Holocaust Stories and Poems:

- *The Hangman* poem
- *The Greenies* short story
- *Surviving the Angel of Death* novel
- *If You Cried, You Died* video
- *Martin* poem
- *Why* poem
- *One Pair of Shoes* poem
- *A Class Divided* video
- Holocaust Ghetto camp music

Activities in Class:

- Mentor Sentences from current readings
- Morphology/Greek and Latin Word Study vocabulary
 - *jungo, ab*
- Lexia Power Up/Quill

<https://7thgradeelasms.weebly.com/the-holocaust.html>

<https://www.lexiapowerup.com/?SiteID=6184-8196-3919-1665>

[quill.org](https://www.quill.org)

<https://docs.google.com/presentation/d/1DGhGBnHgsC5rszy6LgluvyB7N24G1OTt1FdvDC7aCM/edit#slide=id.p>

Unit 7: 7th Grade Holocaust

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METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Reading:

- Aloud
- Round Robin
- Partners
- Independently

Questioning:

- Whole group
- Partners
- Independently
- Small groups

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Skills:

- Identify theme development within the story
- Identify the impact of repetition and figurative language in a poem
- Identify structure within poetry
- Write an argumentative essay
- Write a narrative essay
- Use grade level vocabulary
- Identify, define and utilize morphology affixes

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

TSWBAT:

- Create an argumentative essay focusing on a specific audience
- Complete Greek and Latin quizzes/weekly
- Read short story text and answer text questions (multiple choice and extended responses)

ATTACHMENTS

 Surviving_the_Angel_of_Death_chapter_questions.pages

 Angel_of_Death_test.pages

STANDARDS

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Ohio - Grade 7 - English Language Arts ELA
RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2
Analyze informational text development.
RI.7.2.a
Determine two or more central ideas in a text and analyze their development over the course of the text.
RI.7.2.b
Provide an objective summary of the text that includes the central ideas and their development.
RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.6
Determine an author's perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
RI.7.7
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.9
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.7.10
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently,

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with scaffolding as needed at the high end of the range.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.b
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.e
Establish and maintain a formal style.
W.7.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.1.a
Establish a thesis statement to present an argument.
W.7.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e

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Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.9.a
Apply grade 7 Reading standards to literature (e.g., Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history).
W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.7.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.7.2
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.b

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Spell correctly.
L.7.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
L.7.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA - 8th grade Honors

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Poetry	31 lessons
<div></div> Unit 2: The House On Mango Street	35 lessons
<div></div> Unit 3: Grammar	15 lessons
<div></div> Unit 4: To Kill A Mockingbird/Research Presentation	10 lessons
<div></div> Unit 5: To Kill A Mockingbird	20 lessons
<div></div> Unit 6: Vocabulary (ongoing)	20 lessons
<div></div> Unit 7: Diary Of Anne Frank	20 lessons
<div></div> Unit 8: Holocaust Research Paper	15 lessons

Unit 1: Poetry

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students will learn to recognize, understand, and use assorted poetic devices in writing. Students will analyze poems of various difficulty for style and meaning. Students will also learn about the lives of various poets, and analyze how their experiences and culture affected their writing styles.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2
Analyze literary text development.
RL.8.2.a
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
RL.8.2.b
Incorporate a theme and its relationship to other story elements into an objective summary of the text.
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
RL.8.5
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
RL.8.10

Unit 1: Poetry

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By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2.a

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.2.b

Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6

Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.e

Establish and maintain a formal style.

W.8.2.e

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit 1: Poetry

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W.8.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1.d
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.c
Spell correctly.
L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading

Unit 1: Poetry

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and content, choosing flexibly from a range of strategies.

L.8.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.8.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a

Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b

Use the relationship between particular words to better understand each of the words.

L.8.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

explication of poetry, writing practice, group/class discussions, independent practice, unit test

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Daily writing practice, explication practice

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

Unit 1: Poetry

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RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3.b
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 2: The House On Mango Street

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Application of poetic devices in a work of literature, in-depth understanding of symbols, motifs, and themes, character analysis, analysis of the work as a whole

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2
Analyze literary text development.
RL.8.2.a
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
RL.8.2.b
Incorporate a theme and its relationship to other story elements into an objective summary of the text.
RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
RL.8.6
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
RL.8.7
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.10

Unit 2: The House On Mango Street

ELA - 8th grade Honors - Last Updated on June 29, 2023

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2.a

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.2.b

Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6

Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.10

Unit 2: The House On Mango Street

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By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.b

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.d

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.e

Establish and maintain a formal style.

W.8.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.8.1.a

Establish a clear thesis statement to present an argument.

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.b

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

W.8.2.c

Unit 2: The House On Mango Street

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Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.d
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.f
Establish and maintain a formal style.
W.8.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented
W.8.2.a
Establish a clear thesis statement to present information.
W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the

Unit 2: The House On Mango Street

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credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new”).

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear

Unit 2: The House On Mango Street

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pronunciation.
L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.c
Spell correctly.
L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.5.a
Interpret figures of speech (e.g. verbal irony, puns) in context.
L.8.5.b

Unit 2: The House On Mango Street

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Use the relationship between particular words to better understand each of the words.
L.8.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

projects, daily assignments, group/class discussions utilizing a variety of techniques, essay, presentation, unit test

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to analyze complex text for style and meaning. Students will be able to meaningfully discuss concepts, style, and author's purpose in a variety of group settings. Students will understand and be able to analyze how symbols, motifs, and themes are build throughout a text.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 3: Grammar

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

How parts of speech function in a sentence, creating complex sentences in a grammatically correct format, analyzing how grammar improves interest and quality of writing

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RI.8.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
W.8.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.3.c
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.8.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.a
Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular

Unit 3: Grammar

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sentences.
L.8.1.c
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L.8.1.d
Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.a
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.c
Spell correctly.
L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

students will practice daily with a variety of sentences, focusing on the different parts of speech and what their purpose is in a given sentence.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to identify the parts of speech of each word in a given sentence. They will be able to explain what the function of each word is in a given sentence. They will be able to edit and correct mistakes in a given sentence. They will be able to craft grammatically correct sentences that are meaningful, interesting, and complex.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Daily assignments, sentence diagramming, editing, sentence creation

STANDARDS

Unit 4: To Kill A Mockingbird/Research Presentation

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research, citing sources, presentation to peers

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2
Analyze informational text development.
RI.8.2.a
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
W.8.1.b
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.f
Establish and maintain a formal style.
W.8.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.8.2.c
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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W.8.2.d
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.1

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will be assigned groups and topics related to 1930's/Great Depression. They will research the topic, create a slideshow, and present their findings to the class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The students will be able research a topic, assess validity and usefulness of sources, synthesize information, create compelling and informative visuals, and effectively communicate information to their peers.

Students will also learn key information about the 1930's and the Great Depression that will aide in their understand of the text "To Kill A Mockingbird."

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Daily exit tickets, final presentation

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Analyze informational text development.

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RI.8.2.a
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
RI.8.2.b
Incorporate central ideas and their relationships into an objective summary of the text.
RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.b
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.e
Establish and maintain a formal style.
W.8.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid

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comprehension, if needed.
W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.8.2.d
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1.c
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.d
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2

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Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.a

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.c

Spell correctly.

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit 5: To Kill A Mockingbird

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Life in the 1930s, Early civil rights history, analysis of complex text (character development, plot development, style, theme)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

independent questioning, group/whole class discussion, modeling,

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to analyze a complex text for meaning, development, style, and theme. Students will understand a text in context of the time period and culture. Students will understand and analyze author's purpose for effectiveness and worthiness.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

independent questions, discussion participation, written expression

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2
Analyze literary text development.
RL.8.2.a
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
RL.8.2.b
Incorporate a theme and its relationship to other story elements into an objective summary of the text.
RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative

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meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6

Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

RL.8.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Analyze informational text development.

RI.8.2.a

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.2.b

Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6
Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.b
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.d

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Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
W.8.1.e
Establish and maintain a formal style.
W.8.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1.a
Establish a clear thesis statement to present an argument.
W.8.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.8.2.c
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.d
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.f
Establish and maintain a formal style.
W.8.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented
W.8.2.a
Establish a clear thesis statement to present information.
W.8.3.d

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Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9.a
Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new”).
W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1

Unit 5: To Kill A Mockingbird

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Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.a

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.b

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.c

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or

Unit 5: To Kill A Mockingbird

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appropriate.
L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.1.d
Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.a
Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.c
Spell correctly.
L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.8.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d

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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a

Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.5.b

Use the relationship between particular words to better understand each of the words.

L.8.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Vocabulary (ongoing)

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

learning definitions of grade level words, using word appropriately in context

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

students will define words, identify parts of speech/usage in a sentence, write in context in sentences and in stories, and draw pictures demonstrating the meaning of the vocabulary words

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will know the meaning of words, how to use words in context, and how to change forms words based on parts of speech

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

pictures, stories, test

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

W.8.1.d

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.2.e

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

Unit 6: Vocabulary (ongoing)

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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.c

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L.8.1.d

Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.2.a

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L.8.2.c

Spell correctly.

L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Unit 6: Vocabulary (ongoing)

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L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.8.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.5.b
Use the relationship between particular words to better understand each of the words.
W.8.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.8.3.a
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.8.3.b
Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
W.8.3.c
Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
W.8.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit 6: Vocabulary (ongoing)

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W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Unit 7: Diary Of Anne Frank

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading/analyzing historical text, understanding/analyzing voice, understanding text in historical context

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

independent questioning, annotation, group/class discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will compare/contrast characters in fiction and non-fiction narratives; Students will be able to apply historical knowledge to the context of narrative; Students will analyze primary document value

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

independent/group questions, extended response, discussion, projects

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2

Analyze literary text development.

RL.8.2.a

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Unit 7: Diary Of Anne Frank

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RL.8.6
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
RL.8.7
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2
Analyze informational text development.
RI.8.2.a
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
RI.8.2.b
Incorporate central ideas and their relationships into an objective summary of the text.
RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.5

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Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6
Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.
W.8.1
Write arguments to support claims with clear reasons and relevant evidence.
W.8.1.b
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.d
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Unit 7: Diary Of Anne Frank

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W.8.1.e
Establish and maintain a formal style.
W.8.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1.a
Establish a clear thesis statement to present an argument.
W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.8.9.b
Apply grade 8 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
SL.8.1.c
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
SL.8.1.d
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 7: Diary Of Anne Frank

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SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Unit 8: Holocaust Research Paper

ELA - 8th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research skills; analyzing sources for validity, relevance, usefulness; citing sources; synthesizing sources; writing a formal paper; parenthetical references; grammar/spelling/editing; sentence/paragraph structure

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

students research and take notes using notecards, organize notes into outline form, write and edit rough draft/ final draft

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to find and evaluation information from various sources; Students will be able to synthesize information from various sources into a cohesive paper

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

note cards, outline, drafts, editing checklist, final draft

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2
Analyze informational text development.
RI.8.6
Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.9
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.8.10

Unit 8: Holocaust Research Paper

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By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.b

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.d

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.e

Establish and maintain a formal style.

W.8.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.8.1.a

Establish a clear thesis statement to present an argument.

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.b

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

W.8.2.c

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Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

W.8.2.d

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.e

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.f

Establish and maintain a formal style.

W.8.2.g

Provide a concluding statement or section that follows from and supports the information or explanation presented

W.8.2.a

Establish a clear thesis statement to present information.

W.8.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.e

Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Unit 8: Holocaust Research Paper

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W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.2
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
L.8.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.8.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.2.a

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Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
L.8.2.b
Use an ellipsis to indicate an omission.
L.8.2.c
Spell correctly.
L.8.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.4
Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
L.8.4.a
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.8.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
L.8.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA - HS - 8th grade English

Vermilion Local School District

UNITS (7/7 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Elements of Literature & Short Stories	25 lessons
<div></div> Unit 2: Chasing Lincoln's Killer (nonfiction novel)	35 lessons
<div></div> Unit 3: Argumentative & Persuasive Writing	15 lessons
<div></div> Unit 4: Lord of the Flies (literary fiction novel)	35 lessons
<div></div> Unit 5: Research Paper	30 lessons
<div></div> Unit 6: Poetry	15 lessons
<div></div> Unit 7: Literature Circles	20 lessons

Unit 1: Elements of Literature & Short Stories

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 1: Short Stories & Elements of Literature

- “Tell-Tale Heart” Poe
- “Monkey’s Paw” by W.B. Jacobs
- “The Lottery” Jackson
- “Button, Button” Matheson

(theme, symbolism, mood, tone, characterization, plot, figurative language etc...)

Mini-Mythology Unit Short Stories

- Narcissus paired passages
- Hercules paired passages

*These are AIR released

Vocab Unit 1: follows the vocabulary encountered throughout the short stories unit. This is front loaded, continued practice throughout the unit, and ends with a final test.

Grammar Units: Parts of Speech, Paragraph Format (topic sentences etc.) Capitalization & Frag. Sentences Review, Commonly Confused Words & Editing.

*Free sections of No Red Ink are used throughout.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Elements of Literature Packet – continued notes throughout the entire unit. Modeling short story analysis and whole group discussion along with think-pair-share and small group discussion as well as.

Students will also practice on an individual level that will end in personal assessment of skills and reflection.

* Stories are interspersed between content and focusing on skills. Example: a day just identifying themes, naming and creating thematic statements.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

The goal is to have students review and learn all of the elements of literature that will be used throughout the entire course of the year. This includes but is not limited to the concepts of theme, symbolism, mood, tone, figurative language. Students will need the foundations of grammar concerning parts of speech, sentences, and paragraph expectations, building into a 5 paragraph essay.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will have both a final skills-based test over the elements of literature. This looks like reading a short story and analyzing it for its elements of literature. The second half (not same day) is a five paragraph essay (AIR released prompt over paired passages). Here students will demonstrate the fundamentals of paragraph writing and use of evidence.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 1: Elements of Literature & Short Stories

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RL.8.2
Analyze literary text development.
RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.9
Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new
W.8.1.a
Establish a clear thesis statement to present an argument.
W.8.1.e
Establish and maintain a formal style.
W.8.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.8.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
W.8.2.e

Unit 1: Elements of Literature & Short Stories

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Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Unit 2: Chasing Lincoln's Killer (nonfiction novel)

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Unit 2: *Chasing Lincoln's Killer* (A nonfiction novel)

Additional Texts for Unit Enrichment:

- Frederick Douglass Narrative excerpt
- Harriet Tubman excerpt
- *Drummer Boy of Shiloh* by: Bradbury
- “Oh Captain, My Captain” Whitman poem

Vocab Units 2 & 3: follows the vocabulary encountered throughout the first and second half of the novel. This is front loaded, continued practice throughout the unit, and ends with two vocabulary final quiz.

Grammar Units: Subject-verb agreement, pronoun antecedent and reference, misplaced modifiers, titles

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

I start with teaching background knowledge about the Civil War. This includes reading poignant primary source excerpts and taking notes on a two day documentary involving both Lincoln’s biography and the Civil War. Students practice independent reading, but whole group reading is done as well. As a class we analyze the text. Students will also examine the themes and time period in both short stories and poems. Students display their knowledge of the text through the use of traditional worksheets and creative projects.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand the historical significance embedded within the text and its modern applications. Students will also be able to identify reliable sources, distinguish primary and secondary sources, and engage in gathering information. Students demonstrate the use of evidence using both paraphrasing and direct quotations using in-text citations. An in depth study of characterization, that propels the plot forward.

*This unit will also prepare students for their research paper topic later in the year.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Twofold summative assessment:

1. A creative project (students have options)
 - Diary entry, Newspaper, Traditional report, podcast or iMovie interview, artistic rendering with written explanation,
2. A test that is both is both comprehension and skills based along with an extended response focusing on the use of evidence to back up their argument.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.6	Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g.,

Unit 2: Chasing Lincoln's Killer (nonfiction novel)

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created through the use of dramatic irony) create effects such as suspense or humor.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.2.e

Use precise language and domain-specific vocabulary to inform about or explain the topic.

RI.8.2.a

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.8.2

Analyze informational text development.

RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL.8.2.b

Incorporate a theme and its relationship to other story elements into an objective summary of the text.

RL.8.2.a

Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.6

Unit 2: Chasing Lincoln's Killer (nonfiction novel)

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Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.b

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1.c

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.8.5.a

Interpret figures of speech (e.g. verbal irony, puns) in context.

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Argumentative & Persuasive Writing

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Argumentative Writing

This includes looking at the aspects of argumentative writing, looking at structure, use of ethos, pathos, logos, and evidence. Finally students must be able to evaluate

Articles Used for this Unit:

- Penny Articles (four related AIR released)
- Zoos paired passages (AIR released)
- Organic Food paired passages (AIR rel.)
- Cell Phones paired passages - sourced
- “Is Google Making Us Stupid?” by Norvig
- “Should We Censor What Teens Read?” by Hoffmeister (abbreviated version)
- Student reading options *New York Times* persuasive essay winners 8th - 11th grade

Vocab Unit 4: Students use words found in argumentative writing. This is front loaded, continued practice throughout the unit, and ends with one vocab. quiz.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

First, students will explore and learn to identify the structure of argumentative writing and identify how it differs from simply persuasive writing. Students will take notes on and then demonstrate their understanding of Ethos, Pathos, and Logos with a creative group poster. Throughout the week(s) students will read paired passages and articles in whole group modeling and discussion, student pairs ~ think-pair-share, and independent practice using both AIR released materials as well as teacher created assignments. One particular assignment prepares them for real life debate, what I call Speed Dating Debate— a fun activity!

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students must be able to evaluate and judge argumentative and persuasive articles—looking at their argumentative structure and persuasive appeals (ethos, pathos, logos) and use of evidence. The goal is to take a stand and ultimately write their own argumentative five paragraph essay. They will back up their argument with detailed evidence that uses proper in-text citations, and addresses the opposing side offering counterclaims.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

***This summative Assignment has often been their midterm. Students must write a 5 paragraph argumentative essay. This is also paired with a vocabulary test that follows content domain specific words.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

Unit 3: Argumentative & Persuasive Writing

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With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RI.8.2

Analyze informational text development.

RI.8.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.6

Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.9

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

Unit 3: Argumentative & Persuasive Writing

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W.8.1.b
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
W.8.1.c
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.8.1.e
Establish and maintain a formal style.
W.8.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.8.1.a
Establish a clear thesis statement to present an argument.

Unit 4: Lord of the Flies (literary fiction novel)

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CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Lord of the Flies (A fiction novel by W. Golding)

This is the first book students can directly write in – throughout the whole novel they will do active reading, which is graded. This is a freshman expectation.

This unit uses all of the skills we've practiced so far – the elements of literature. It may require some reteaching or other focused lessons on these skills. We also focus again from unit 2 on characterization as moving plot, ways to predict, and extending it to allegory and archetypes.

Additional Texts for Unit Enrichment:

—Philosophy excerpts from prominent philosophers and their view on human nature as opposed to Golding's (theme)

Vocab Units 5 & 6: follows the vocabulary encountered throughout the first and second half of the novel. This is front loaded, continued practice throughout the unit, and ends with two vocabulary final quiz.

Grammar Units: Comma rules continued

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Similar to unit 2, students require a lot of background knowledge involving World War II and the dictators that came to power in order to understand the themes, symbolism, characterization and even plot of this novel. I work with [Kristy Edmison](#) in the History Dept. She has graciously taught a lesson on these topics, lending her expertise.

The beginning of the novel we start with whole group interspersed with individual reading and at home reading. I will model for students actively reading together & marking their books as a class. Students will then practice these skills on an independent level. Whole group and small group book discussion will take place. **The small group discussion will help prepare them for unit 6.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will show their ability to actively read within the novel and use it to demonstrate comprehension through literary analysis – identifying the elements of literature. -Students must engage with the text on a philosophical level as well, critiquing the author's theme and view of humanity. Some kids may find they agree with his position posited in the book. Students will be able to answer the essential questions of the unit: Are humans inherently evil? What holds civilization together? What are the relationships between fear, power, authority, the other and language? How does anonymity embolden others or create mobs? Provide textual evidence to support their literary analysis.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will have a final test that covers the literary elements we analyzed throughout the novel as well as the vocabulary.

Students will also have a creative project. We have also had a class trial in which students must defend their client and debate their respective guilt or innocence.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.2

Analyze literary text development.

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RL.8.2.a
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
RL.8.2.b
Incorporate a theme and its relationship to other story elements into an objective summary of the text.
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.6
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
RL.8.7
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.8.9
Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new
RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 4: Lord of the Flies (literary fiction novel)

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RI.8.2.a
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.6
Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.9.a
Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new").
SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.1.a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.8.1.b
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.8.1.c

Unit 4: Lord of the Flies (literary fiction novel)

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Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

SL.8.1.d

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 5: Research Paper

ELA - HS - 8th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research Paper & Individual Presentation

Students will reference back to unit 2, *Chasing Lincoln's Killer*, and like that author they too will pick an inspirational figure and create a research paper. They must show how this person positively impacted the world.

Vocab Unit 7: This is the second unit that is driven by understanding roots, affixes, and suffixes.

Grammar Units: Reteach/reinforce I.C.E. method, intro/conclusion paragraphs, wordiness, vague language

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This is a very detailed and scaffolded unit. Students, in the past few years especially, have not accomplished a fully realized research paper. This unit goes over every aspect of the research process as a class with a lot of examples and modeling. I teach how to evaluate online sources, using research databases, taking valuable notes, recording works cited information, organizing notes, outlining, rough drafts, creating a works cited page, personal and peer edits, final drafts, personal reflection, and opportunities for revision if necessary based on teacher comments

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will demonstrate how to evaluate sources online. Students will use research databases to conduct valuable research using vetted and authoritative resources via Infohio.org a free online resources within schools. Students will create a traditional outline after organizing their notes. Students will eventually create a final research paper over the course of a rough draft and editing process. Lastly, students practice self-reflection and metacognition reviewing the whole process.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

A final 3-4 page research paper which includes a works cited page. Students will also do an individual presentation, teaching their classmates about their topic.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
W.8.1.e
Establish and maintain a formal style.
W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
W.8.2.b
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

Unit 5: Research Paper

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W.8.2.c
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
W.8.2.d
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
W.8.2.e
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.8.2.f
Establish and maintain a formal style.
W.8.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented
W.8.2.a
Establish a clear thesis statement to present information.
W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.
W.8.7
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8

Unit 5: Research Paper

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Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.1.d

Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Poetry

ELA - HS - 8th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Poetry

This includes looks at the elements of poetry encompassing form, rhyme, syllables, alliteration, meter, mood, tone, symbolism, theme, and figurative language. Students will learn to analyze a poem as well as create their own poetry in the unit.

*This unit can run independently or simultaneously with Literature circles. How this is run often depends on the group and the year's pacing. This is sometimes swapped for Literature circles.

Vocab Unit 8: This is the third unit that is driven by domain specific language and understanding roots, affixes, and suffixes.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students will take part in whole class work that involves extensive modeling, especially of harder elements of poetry such as meter. The goal is to eventually move from whole group to small groups practice and eventually individual poetry analysis. Students will also periodically write their own poetry, modeling after the poems we read. Much of this unit is based on poetry appreciation and enjoyment. When reading nature poems we go outside. Sharing their favorite poem in chalk for others to read and enjoy.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to analyze a poem on an independent level, looking for the elements of rhyme, meter, theme, symbolism, alliteration, refrain, repetition, metaphor, simile, personification ...etc. Students will also create their own poems as well as share poems they enjoy with others.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

As part of their final, students will take a skills-based test over the elements of poetry. This test will also include a culmination of their vocabulary throughout the year, about 2-3 words per unit. Lastly, students write a detailed letter to the future 8th grade students, reflecting on their year, giving tips and advice for English but also high school in general.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA

RL.8.9

Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new

RL.8.6

Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.

RL.8.4

Unit 6: Poetry

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Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

W.8.9.a

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new”).

L.8.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.8.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 7: Literature Circles

ELA - HS - 8th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Literature Circles & Group Presentation

This focuses on the enjoyment of reading on both an individual and small group level. Students will practice their discussion and collaboration skills while also practicing the elements of literature on an individual level.

Vocab Unit 8: This is the third unit that is driven by understanding roots, affixes, and suffixes.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This is a much more student-run, small group unit. Students will choose a book according to their interest. (There is a lengthy list of book options provided by myself, the department, and VHS library. In small groups they will follow a reading schedule and meet at least once a week to discuss the novel. Students will independently complete literature roles each week focusing on an aspect of the novel. These can also be discussed and shared as a group. These topics include characterization, theme, symbolism, illustrator, researcher, quote analysis, etc. The first week is heavily modeled and seen as a practice round.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

This unit focuses on attaining the listening and speaking skills to talk with one's peers about books on a more independent level. I want students to become more independent learners and to attain a joy for reading. They will use every skill we have used so far in English class, again, on an independent level.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students, in their small groups, will present their novel to the class. This is a detailed literary overview as well as their personal remarks and recommendations. The groups will also be responsible for a creative project of their choice.

STANDARDS

Ohio - Grade 8 - English Language Arts ELA
RL.8.2
Analyze literary text development.
RL.8.2.a
Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2.b
Incorporate a theme and its relationship to other story elements into an objective summary of the text.

Unit 7: Literature Circles

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RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
RL.8.6
Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.5
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
L.8.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RL.8.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

ELA - 9th grade Honors

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: A Separate Peace	25 lessons
<div></div> Unit 2: The Tragedy of Romeo and Juliet	25 lessons
<div></div> Unit 3: Great Expectations	40 lessons
<div></div> Unit 4: Argumentative Synthesis Paper	20 lessons
<div></div> Unit 5: Short Story	20 lessons
<div></div> Unit 6: Odyssey	15 lessons
<div></div> Unit 7: Angela's Ashes	20 lessons
<div></div> Unit 8: Grammar/Writing (ongoing)	1 lessons
<div></div> Unit 9: Vocabulary (ongoing)	1 lessons

Unit 1: A Separate Peace

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A Separate Peace

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation modeling
- *graphic organizers
- *character analysis
- *class discussion
- *vocabulary exercises
- *completing discussion questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *analyze motivation
- *use text evidence for support
- *determine theme and setting
- *evaluate characterization,
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *chapter quizzes
- *vocabulary quizzes
- *essay
- *class discussions

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2
Analyze literary text development.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RI.9-10.5

Unit 1: A Separate Peace

ELA - 9th grade Honors - Last Updated on June 29, 2023

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6

Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.9-10.3

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

RL.9-10.2.a

Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.9-10.2.b

Provide an objective summary of the text that includes the theme and relevant story elements.

Unit 2: The Tragedy of Romeo and Juliet

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Tragedy of Romeo and Juliet

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *class discussion
- *vocabulary exercises
- *model venn diagram for use with compare/contrast
- *view video segments of play

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *determine mood, tone
- *utilize compare/contrast
- *participate in collaborative discussions
- *acquire and practice presentation skills
- *use text evidence for support
- *evaluate characters
- *acquire/develop vocabulary

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *vocabulary quizzes
- *Act quizzes
- *modernization of scenes
- *Unit test
- *Residency program

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.2
Analyze literary text development.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.6
Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
RL.9-10.9
Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats

Unit 2: The Tragedy of Romeo and Juliet

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a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Unit 3: Great Expectations

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Great Expectations

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *character analysis
- *vocabulary exercises
- *historical presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *participate in collaborative discussions
- *analyze mood, tone
- *analyze motivation
- *use text evidence for support
- *determine theme and setting
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Unit test
- *character collage
- *section quizzes/projects
- *class discussions
- *presentations

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.2
Analyze informational text development.
RI.9-10.3

Unit 3: Great Expectations

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Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RL.9-10.2.a

Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.9-10.2.b

Provide an objective summary of the text that includes the theme and relevant story elements.

RI.9-10.2.a

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RI.9-10.2.b

Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

Unit 4: Argumentative Synthesis Paper

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *modeling of outline/draft
- *graphic organizers
- *peer feedback
- *teacher feedback

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *understand thesis development
- *support claim
- *evaluate arguments
- *analyze texts for validity
- *utilize transitions appropriately
- *use proper structure
- *understand and choose appropriate style
- *utilize narrative techniques
- *utilize appropriate sequencing
- *plan, revise, edit, rewrite
- *accurately integrate source material
- *utilize proper grammar

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *outlines
- *drafts
- *final essay

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit 4: Argumentative Synthesis Paper

ELA - 9th grade Honors - Last Updated on June 29, 2023

W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 4: Argumentative Synthesis Paper

ELA - 9th grade Honors - Last Updated on June 29, 2023

W.9-10.1.b
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.c
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1.a
Establish a clear and thorough thesis to present an argument.
W.9-10.2.b
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
W.9-10.2.c
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.d
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.e

Unit 4: Argumentative Synthesis Paper

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Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.f

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.g

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.2.a

Establish a clear and thorough thesis to present information.

Unit 5: Short Story

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short stories (fiction and non-fiction)

Texts: Cask of Amontillado, Most Dangerous Game, The Veldt, Lelah, Mirror Image, Reindeer Games

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation modeling
- *graphic organizers
- *setting maps
- *character analysis
- *class discussion
- *grammar worksheet
- *vocabulary exercises
- *completing discussion questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *analyze character motivation
- *use text evidence for support
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *collage project
- *discussion questions

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background

Unit 5: Short Story

ELA - 9th grade Honors - Last Updated on June 29, 2023

knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.3.a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b

Unit 5: Short Story

ELA - 9th grade Honors - Last Updated on June 29, 2023

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
L.9-10.1.a
Use parallel structure.
L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b
Use a colon to introduce a list or quotation.
L.9-10.2.c
Spell correctly.
L.9-10.3.a
Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L.9-10.3.b
Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Unit 5: Short Story

ELA - 9th grade Honors - Last Updated on June 29, 2023

L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b
Analyze nuances in the meaning of words with similar denotations.

Unit 6: Odyssey

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Odyssey

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *discussion questions
- *view video segments
- *graphic organizers
- *class discussions
- *vocabulary exercises

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *understand and appreciate cultural perspectives
- *evaluate author's purpose
- *determine theme
- *evaluate characters
- *acquire/develop vocabulary
- *utilize effective presentation skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *vocabulary quizzes
- *Unit test
- *essay
- *oral presentation

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 7: Angela's Ashes

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Angela's Ashes

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *character analysis
- *vocabulary exercises
- *cultural presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *determine and analyze point of view
- *analyze narrative device/choices
- *evaluate characterization,
- *acquire/develop vocabulary
- *appreciate cultural differences

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Unit test

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

SL.9-10.1

Unit 7: Angela's Ashes

ELA - 9th grade Honors - Last Updated on June 29, 2023

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Unit 8: Grammar/Writing (ongoing)

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar as needed and appropriate to writing tasks.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This will be taught through mini-lessons, writing workshops, and teacher/student conferences.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Grammar skills may include understanding sentence construction, clauses and phrases, punctuation (semi-colons, colons, dashes), passive/active voice, diction, syntax etc.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment will be ongoing and assessed in student essays and presentations.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

W.9-10.1.d

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.2.d

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 9: Vocabulary (ongoing)

ELA - 9th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Improving student vocabulary by understanding and defining unfamiliar words.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Some words will be identified as vocabulary words in advance of assigning reading and explicit vocabulary instruction will be used. Other vocabulary words will be derived from the student's experience when reading.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will identify unfamiliar words in reading and have strategies for defining those words.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Use of vocabulary in writing and context. Other quizzes as appropriate.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

Unit 9: Vocabulary (ongoing)

ELA - 9th grade Honors - Last Updated on June 29, 2023

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA - HS - 9th grade English

Vermilion Local School District

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Short Story (fiction/non-fiction)	25 lessons
<div></div> Unit 2: The Tragedy of Romeo and Juliet	30 lessons
<div></div> Unit 3: Our Town	23 lessons
<div></div> Unit 4: Odyssey	15 lessons
<div></div> Unit 5: Informative Synthesis Paper	20 lessons
<div></div> Unit 6: Glass Castle	25 lessons
<div></div> Unit 7: Grammar/Writing (ongoing)	25 lessons
<div></div> Unit 8: Vocabulary (ongoing)	1 lessons

Unit 1: Short Story (fiction/non-fiction)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short story (fiction/non-fiction)

Texts: The Grasshopper and the Bell Cricket, The Leap, Thank You Ma'am, Marigolds, Help Him Up!, The Man In The Well, The Storyteller, Does Altruism Actually Exist?, Most Dangerous Game, A Sound of Thunder

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation modeling
- *graphic organizers
- *setting maps
- *character analysis
- *class discussion
- *grammar worksheet
- *vocabulary exercises
- *completing discussion questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *use text evidence for support
- *determine theme and setting
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *collage
- *essay

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RL.9-10.10

Unit 1: Short Story (fiction/non-fiction)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3.a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a

Use parallel structure.

L.9-10.1.b

Unit 1: Short Story (fiction/non-fiction)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.b

Use a colon to introduce a list or quotation.

L.9-10.2.c

Spell correctly.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a

Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L.9-10.3.b

Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4.b

Unit 1: Short Story (fiction/non-fiction)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: The Tragedy of Romeo and Juliet

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Tragedy of Romeo and Juliet

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *class discussion
- *vocabulary exercises
- *model venn diagram for use with compare/contrast
- *view video segments of play

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *determine mood, tone
- *utilize compare/contrast
- *participate in collaborative discussions
- *acquire and practice presentation skills
- *use text evidence for support
- *evaluate characters
- *acquire/develop vocabulary

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *vocabulary quizzes
- *Act quizzes
- *modernization of scenes
- *Unit test
- *Residency program

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.2
Analyze literary text development.
RL.9-10.2.a
Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Unit 2: The Tragedy of Romeo and Juliet

ELA - HS - 9th grade English - Last Updated on June 29, 2023

RL.9-10.6
Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
RL.9-10.9
Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1.a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.b
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 3: Our Town

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Our Town

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *class discussions
- *view video segments
- *vocabulary exercises

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *determine text structure
- *evaluate author's purpose
- * use text evidence
- *determine theme and setting
- *evaluate characterization
- *acquire/develop vocabulary

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *vocabulary quizzes
- *Act summaries
- *brochure

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.2
Analyze informational text development.
RI.9-10.2.a
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RI.9-10.2.b
Provide an objective summary of the text that includes the development of the central idea and how details impact

Unit 3: Our Town

ELA - HS - 9th grade English - Last Updated on June 29, 2023

this idea.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.1.a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.b
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 4: Odyssey

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Odyssey

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *discussion questions
- *view video segments
- *graphic organizers
- *class discussions
- *vocabulary exercises

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *understand and appreciate cultural perspectives
- *evaluate author's purpose
- *determine theme
- *evaluate characters
- *acquire/develop vocabulary
- *utilize effective presentation skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *vocabulary quizzes
- *Unit test
- *essay
- *oral presentation

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a

Use parallel structure.

L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 5: Informative Synthesis Paper

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *modeling of outline/draft
- *graphic organizers
- *peer feedback
- *teacher feedback

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *understand thesis development
- *support claim
- *evaluate arguments
- *analyze texts for validity
- *utilize transitions appropriately
- *use proper structure
- *understand and choose appropriate style
- *utilize narrative techniques
- *utilize appropriate sequencing
- *plan, revise, edit, rewrite
- *accurately integrate source material
- *utilize proper grammar

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *outlines
- *drafts
- *final essay

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.b

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Unit 5: Informative Synthesis Paper

ELA - HS - 9th grade English - Last Updated on June 29, 2023

W.9-10.1.c
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1.a
Establish a clear and thorough thesis to present an argument.
W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.b
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
W.9-10.2.c
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.d
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.e

Unit 5: Informative Synthesis Paper

ELA - HS - 9th grade English - Last Updated on June 29, 2023

Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.f
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2.a
Establish a clear and thorough thesis to present information.
W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 5: Informative Synthesis Paper

ELA - HS - 9th grade English - Last Updated on June 29, 2023

SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 6: Glass Castle

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Glass Castle

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *class discussions
- *graphic organizers
- *vocabulary exercises
- *text annotation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *determine and analyze point of view
- *analyze narrative device/choices
- *evaluate characterization, *acquire/develop vocabulary
- *appreciate cultural differences

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *chapter quizzes
- *oral presentation
- *final exam

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.10
By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
SL.9-10.1

Unit 6: Glass Castle

ELA - HS - 9th grade English - Last Updated on June 29, 2023

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 7: Grammar/Writing (ongoing)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

*worksheets

*quizzes

*editing exercises

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

*identify errors in grammar

*rectify errors with correct grammar choices

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

*writing assignments

*quizzes

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a

Use parallel structure.

L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Unit 7: Grammar/Writing (ongoing)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

L.9-10.2.b
Use a colon to introduce a list or quotation.
L.9-10.2.c
Spell correctly.
L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.a
Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L.9-10.3.b
Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 7: Grammar/Writing (ongoing)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b
Analyze nuances in the meaning of words with similar denotations.
L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 8: Vocabulary (ongoing)

ELA - HS - 9th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Improving student vocabulary by understanding and defining unfamiliar words.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Some words will be identified as vocabulary words in advance of assigning reading and explicit vocabulary instruction will be used. Other vocabulary words will be derived from the student's experience when reading.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will identify unfamiliar words in reading and have strategies for defining those words.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Use of vocabulary in writing and context. Other quizzes as appropriate.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.
L.9-10.4.d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

ELA - HS - 10th grade English

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Short Stories	25 lessons
<div></div> Unit 2: Fahrenheit 451	35 lessons
<div></div> Unit 3: Mythology	20 lessons
<div></div> Unit 4: A Midsummer Night's Dream	25 lessons
<div></div> Unit 5: A Long Way Gone	25 lessons
<div></div> Unit 6: Argumentative Research	30 lessons
<div></div> Unit 7: EOC Test Prep	10 lessons
<div></div> Unit 8: Grammar/Writing (Ongoing)	1 lessons
<div></div> Unit 9: Vocabulary (Ongoing)	1 lessons

Unit 1: Short Stories

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short Stories: Visions of the Future

What do visions of the future teach us about ourselves?

Texts:

"The Bass, the River, and Sheila Mant" by W.D. Wetherell - Holt McDougal Literature Grade 10

"A Sound of Thunder" by Ray Bradbury - HMH Into Literature Grade 10

"There Will Come Soft Rains" by Ray Bradbury - Holt McDougal Literature Grade 10

"Harrison Bergeron" By Kurt Vonnegut - Holt McDougal Literature Grade 10

"2081" (short film)

"By the Waters of Babylon" by Stephen Vincent Benét - HMH Into Literature Grade 10

Focus: Plot, Conflict, Setting, Mood, Point View, Character Analysis, Textual Evidence

Reach: Allusions "McClellan", Poem: "There Will Come Soft Rains" by Sara Teasdale - Holt McDougal Literature Grade 10

Additional: Vocabulary

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Literary terms notes
- Plot diagram posters
- "Eleven" plot puzzle
- Text Marking
- Scenes mood practice
- "2081 vs "Harrison Bergeron" film analysis
- Group Discussion
- KWL Chart

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify in a text (with supporting evidence) :

- Plot, Conflict, Setting, Mood, Point View, Characterization, Textual Evidence
- Reading with fluency and comprehension
- Identifying and examining literary elements

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Short Story Unit Test - "Embroidery" by Ray Bradbury - Holt McDougal Literature Grade 10

- EOC style
- Paired passages

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 1: Short Stories

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RL.9-10.2
Analyze literary text development.
RL.9-10.2.a
Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6
Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
RL.9-10.9
Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10

Unit 1: Short Stories

ELA - HS - 10th grade English - Last Updated on June 29, 2023

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4.b

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 2: Fahrenheit 451

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Fahrenheit 451: The Fingers in the Glove

What is the proper relationship between the individual and society?

Reinforce: Conflict, Setting, Mood, Character Analysis

Focus: Argumentative Writing, Theme

Reach: Greek Mythology Icarus, "The Pedestrian" by Ray Bradbury

Additional: Vocabulary

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Literary terms notes
- Theme notes
- Text Marking
- Graphic Organizers
- Text/Film Analysis
- Group Discussion
- Character Analysis Essay

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Identify in a text (with supporting evidence): Theme

Write: an outline, topic sentences, introduction paragraph, conclusion paragraph

Use: evidence appropriately, MLA citations, Google comments to guide revision

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Character Analysis Essay

- 5 paragraph essay
- Draft/feedback cycle
- Peer editing
- Rubric

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2

Analyze literary text development.

RL.9-10.2.a

Determine a theme of a text and analyze in detail its development over the course of the text, including how it

Unit 2: Fahrenheit 451

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emerges and is shaped and refined by specific details.
RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6
Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
RL.9-10.9
Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

Unit 2: Fahrenheit 451

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W.9-10.1.b
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.c
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1.a
Establish a clear and thorough thesis to present an argument.
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.9-10.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and

Unit 2: Fahrenheit 451

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digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a

Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L.9-10.3.b

Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit 3: Mythology

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Mythology: Culture, Creation, & Heroes

How does our culture shape the stories we tell and how do stories we tell shape our culture?

Reinforce: Argumentative Writing, Theme, Point of View

Focus: Greek Mythology, Heroes, Multiple Representations, Allusions, Presentations with Diverse Media, Evaluate Speaker's Perspective

Reach: Greek Mythology: Theseus, Hippolyta, and Puck

Additional: Grammar

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Icarus Allusion myth, poem, painting comparison
- Mythology notes
- Family tree drawing
- Olympus god and goddess stations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Reading with fluency and comprehension
- Identifying and examining literary elements

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Creation Myth Presentation

- Group Project
- Individually graded
- Rubric

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
RL.9-10.2.a

Unit 3: Mythology

ELA - HS - 10th grade English - Last Updated on June 29, 2023

Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.6
Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).
RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a
Use parallel structure.
L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 3: Mythology

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L.9-10.2.a
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b
Use a colon to introduce a list or quotation.
L.9-10.2.c
Spell correctly.

Unit 4: A Midsummer Night's Dream

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

A Midsummer Night Dream: Freedom, Fantasy, and Fate

Do we have freedom over our own lives or are we victims of fate?

Reinforce: Greek Mythology, theme

Focus: complex texts, figurative language, figures of speech

Reach:

Additional: Grammar

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Script Reading
- Scene Performance
- Text/Film Analysis
- Group Discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Reading with fluency and comprehension
- Identifying and examining literary elements

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

MSND Project Options:

Presentation Projects

Creative Projects

- Group or Individual
- Rubrics

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.9

Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).

RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently,

Unit 4: A Midsummer Night's Dream

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building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b
Analyze nuances in the meaning of words with similar denotations.
L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a
Use parallel structure.
L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

Unit 4: A Midsummer Night's Dream

ELA - HS - 10th grade English - Last Updated on June 29, 2023

(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.b

Use a colon to introduce a list or quotation.

L.9-10.2.c

Spell correctly.

Unit 5: A Long Way Gone

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Finding the Familiar in the Foreign

Why is it important to learn about the experiences of people from other cultures? Why is it important for everyone to construct narratives about our experiences?

Reinforce: Foreshadowing, Flashback, Conflict, Myth/Folktale

Focus: Author's perspectives, persuasion and rhetoric, diverse perspectives, class/group discussion, informational writing, informational world conflict essay (new).

Reach: Cultures of Africa, Drug Addiction, PTSD

Additional: Vocabulary

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Notes: Africa, Sierra Leone, Colonialism
- Text Marking
- Group Discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Reading with fluency and comprehension
- Identifying and examining literary elements

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Informational Essay

- World Conflict Topics
- 5 paragraph essay
- Draft cycle
- Peer editing
- Rubric

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Analyze informational text development.

RI.9-10.2.a

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RI.9-10.2.b

Provide an objective summary of the text that includes the development of the central idea and how details impact

Unit 5: A Long Way Gone

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this idea.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6
Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts.
RI.9-10.10
By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
W.9-10.2

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Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.b

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

W.9-10.2.c

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.d

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.e

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.f

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.g

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.2.a

Establish a clear and thorough thesis to present information.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

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well-reasoned exchange of ideas.
SL.9-10.1.b
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b

Unit 5: A Long Way Gone

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Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a

Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L.9-10.3.b

Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Unit 6: Argumentative Research

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Using Research to Take a Stand

How can reliable research be used to inform our values?

Reinforce: Argumentative Writing, Thesis, Evidence, Counter Argument

Focus: Research Procedures, Informative Texts, MLA Style, Claims, Using Evidence, Rhetoric

Reach:

Additional: Grammar

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

InfOhio Research

- Modeling
- Scaffolding

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- How to write an outline, topic sentences, introduction paragraph, conclusion paragraph, works cited page
- How to use multiple sources, evidence appropriately, MLA citations, Google comments to guide revision
- How to find reliable sources, create an outline

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Research Paper

- Social Issue
- 4-6 page
- Draft cycle
- Peer editing
- Rubric

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6

Unit 6: Argumentative Research

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Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.a

Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning).

W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Analyze informational text development.

RI.9-10.2.a

Unit 6: Argumentative Research

ELA - HS - 10th grade English - Last Updated on June 29, 2023

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RI.9-10.2.b
Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6
Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), including how they address related themes and concepts.
RI.9-10.10

Unit 6: Argumentative Research

ELA - HS - 10th grade English - Last Updated on June 29, 2023

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a

Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L.9-10.3.b

Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.9-10.2.c

Spell correctly.

L.9-10.2.b

Use a colon to introduce a list or quotation.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.1.a

Use parallel structure.

L.9-10.1

Unit 6: Argumentative Research

ELA - HS - 10th grade English - *Last Updated on June 29, 2023*

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 7: EOC Test Prep

ELA - HS - 10th grade English - *Last Updated on June 29, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 8: Grammar/Writing (Ongoing)

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar concepts: semi-colons, colons, commas, modifiers, phrases and clauses, possessives, parallel structure

Phrases: noun, verb, adjectival, adverbial, participial, prepositional, absolute

Clauses: independent, dependent; noun, relative, adverbial

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Unit 9: Vocabulary (Ongoing)

ELA - HS - 10th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Vocabulary Concepts:

- patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)
- nuances in the meaning of words with similar denotations

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

ELA - 10th grade Honors

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Lesson Before Dying/ Raisin in the Sun	23 lessons
<div></div> Unit 2: The Tragedy of Julius Caesar	35 lessons
<div></div> Unit 3: The Great Gatsby	20 lessons
<div></div> Unit 4: Argumentative Synthesis Paper	20 lessons
<div></div> Unit 5: Short story	20 lessons
<div></div> Unit 6: Iliad	15 lessons
<div></div> Unit 7: Devil in the White City	25 lessons
<div></div> Unit 8: Grammar/Writing (ongoing)	1 lessons
<div></div> Unit 9: Vocabulary (ongoing)	1 lessons

Unit 1: Lesson Before Dying/ Raisin in the Sun

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Lesson Before Dying/Raisin in the Sun

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation modeling
- *graphic organizers
- *character analysis
- *class discussion
- *vocabulary exercises
- *completing discussion questions
- *understand and appreciate cultural diversity
- *compare/contrast modeling

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *analyze motivation
- *use text evidence for support
- *determine theme and setting
- *evaluate characterization
 - *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language
- *determine and analyze similarities/differences across works

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *class discussions
- *chapter quizzes
- *essay

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2

Analyze literary text development.

RL.9-10.2.a

Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Unit 1: Lesson Before Dying/ Raisin in the Sun

ELA - 10th grade Honors - Last Updated on June 29, 2023

RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6
Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.b
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.c
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d

Unit 1: Lesson Before Dying/ Raisin in the Sun

ELA - 10th grade Honors - Last Updated on June 29, 2023

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.1.a

Establish a clear and thorough thesis to present an argument.

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.b

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

W.9-10.2.c

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.d

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.e

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.f

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Unit 1: Lesson Before Dying/ Raisin in the Sun

ELA - 10th grade Honors - Last Updated on June 29, 2023

W.9-10.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2.a
Establish a clear and thorough thesis to present information.
W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.9-10.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 2: The Tragedy of Julius Caesar

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Tragedy of Julius Caesar

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *class discussion
- *vocabulary exercises
- *model venn diagram for use with compare/contrast
- *view video segments of play

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *analyze character motivation
- *use text evidence for support
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language
- *understand historical context
- *Residency program

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *class discussions
- *scene modernization
- *Unit test
- *video presentations

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.2
Analyze literary text development.
RL.9-10.2.a
Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL.9-10.2.b
Provide an objective summary of the text that includes the theme and relevant story elements.
RL.9-10.3

Unit 2: The Tragedy of Julius Caesar

ELA - 10th grade Honors - Last Updated on June 29, 2023

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.6

Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

RL.9-10.9

Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 3: The Great Gatsby

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Great Gatsby

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *character analysis
- *vocabulary exercises
- *historical group presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *participate in collaborative discussions
- *analyze mood, tone
- *analyze motivation
- *use text evidence for support
- *determine theme and setting
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *historical presentations
- *chapter quizzes
- *newscast project

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.2
Analyze informational text development.
RI.9-10.2.a
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Unit 3: The Great Gatsby

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RI.9-10.2.b

Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Unit 4: Argumentative Synthesis Paper

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Research

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *modeling of outline/draft
- *graphic organizers
- *peer feedback
- *teacher feedback

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *recognize active/passive voice
- *understand thesis development
- *support claim
- *evaluate arguments
- *analyze texts for validity
- *utilize transitions appropriately
- *use proper structure
- *understand and choose appropriate style
- *utilize narrative techniques
- *utilize appropriate sequencing
- *plan, revise, edit, rewrite
- *accurately integrate source material
- *utilize proper grammar

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *outlines
- *drafts
- *final essay

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1.b

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Unit 4: Argumentative Synthesis Paper

ELA - 10th grade Honors - Last Updated on June 29, 2023

W.9-10.1.c
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.1.a
Establish a clear and thorough thesis to present an argument.
W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.b
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
W.9-10.2.c
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.d
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.e

Unit 4: Argumentative Synthesis Paper

ELA - 10th grade Honors - Last Updated on June 29, 2023

Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.f
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.g
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.2.a
Establish a clear and thorough thesis to present information.
W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Unit 4: Argumentative Synthesis Paper

ELA - 10th grade Honors - Last Updated on June 29, 2023

SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 5: Short story

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Short Story (fiction/non-fiction)

Texts: Harrison Bergeron, Cell One, The Possibility of Evil, By the Waters of Babylon, The Blue Stones, The Pit and the Pendulum

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation modeling
- *graphic organizers
- *setting maps
- *character analysis
- *class discussion
- *grammar worksheet
- *vocabulary exercises
- *completing discussion questions

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *analyze character motivation
- *use text evidence for support
- *understand allegory, anaphora, style, anachronism
- *evaluate characterization
- *acquire/develop vocabulary
- *determine point of view
- *utilize proper grammar
- *understand use of figurative language

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *visual representation project
- *discussion questions

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
RL.9-10.10

Unit 5: Short story

ELA - 10th grade Honors - Last Updated on June 29, 2023

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.3.a

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9-10.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9-10.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a

Use parallel structure.

L.9-10.1.b

Unit 5: Short story

ELA - 10th grade Honors - Last Updated on June 29, 2023

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2.a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9-10.2.b

Use a colon to introduce a list or quotation.

L.9-10.2.c

Spell correctly.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.3.a

Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L.9-10.3.b

Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4.a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9-10.4.b

Unit 5: Short story

ELA - 10th grade Honors - Last Updated on June 29, 2023

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

L.9-10.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5.a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5.b

Analyze nuances in the meaning of words with similar denotations.

L.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 6: Iliad

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Iliad

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *discussion questions
- *graphic organizers
- *class discussions
- *vocabulary exercises

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *understand and appreciate cultural perspectives
- *evaluate author's purpose
- *determine theme
- *evaluate characters
- *acquire/develop vocabulary
- *utilize effective presentation skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *Unit test
- *essay
- *class discussions

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1.a

Use parallel structure.

L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Unit 7: Devil in the White City

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Devil in the White City

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- *notes
- *text annotation
- *character analysis
- *vocabulary exercises
- *cultural presentations

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- *point of view
- *analyze narrative device/choices
- *evaluate characterization
- *acquire/develop vocabulary
- *appreciate cultural differences

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- *crime tracker packet
- *Unit test

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.10
By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.
SL.9-10.1

Unit 7: Devil in the White City

ELA - 10th grade Honors - Last Updated on June 29, 2023

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit 8: Grammar/Writing (ongoing)

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar as needed and appropriate to writing tasks

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This will be taught through mini-lessons, writing workshops, and teacher/student conferences.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Grammar skills may include understanding sentence construction, clauses and phrases, punctuation (semi-colons, colons, dashes), passive/active voice, diction, syntax etc.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment will be ongoing and assessed in student essays and presentations.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

W.9-10.1.d

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.2.d

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 9: Vocabulary (ongoing)

ELA - 10th grade Honors - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Improving student vocabulary by understanding and defining unfamiliar words.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Some words will be identified as vocabulary words in advance of assigning reading and explicit vocabulary instruction will be used. Other vocabulary words will be derived from the student's experience when reading.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will identify unfamiliar words in reading and have strategies for defining those words.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Use of vocabulary in writing and context. Other quizzes as appropriate.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

W.9-10.1.d

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELA - HS - 11th grade English

Vermilion Local School District

UNITS (12/12 SELECTED)

-  Unit 1: indigenous People Literature/Puritan Literature
-  Unit 1.1: Baseline Writing
-  Unit 1.2: The Things They Carry - Novel
-  Unit 2: Revolutionary Period
-  Unit 2.1: ACT Prep
-  Unit 3: Romanticism and Realism
-  Unit 4: The Great Gatsby
-  Unit 5: The Crucible
-  Unit 5.1: Tragic Hero Essay
-  Unit 6: Modernism and Contemporary Literature
-  Unit 7: Research Paper
-  Unit 8: Grammar and Writing (on Going)

SUGGESTED DURATION

15 lessons

3 lessons

10 lessons

15 lessons

10 lessons

15 lessons

9 lessons

15 lessons

1 lessons

17 lessons

20 lessons

1 lessons

Unit 1: indigenous People Literature/Puritan Literature

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

indigenous People/Early American Literature (Puritan)

- Anne Bradstreet - Upon the Burning of Our House, To My Dear and Loving Husband
- Edward Taylor - Huswifery
- Jonathon Edwards - Sinners in the Hands of an Angry God
- Native American/ Indigenous People - various myths and legends (Buffalo and the Coyote, World on turtle's back)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, Interactive Discussion, Class Activities, Presentation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will know:

the native Americans communicated their values and history to the next generation

the values and beliefs and religion of the Puritans were reflected in their literature

how to write a folk tale/creation myth

how the historical context is represented in the literature of the time

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Test, class presentation, homework, quiz, homework, etc.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2.a
Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RI.11-12.2.a

Unit 1: indigenous People Literature/Puritan Literature

ELA - HS - 11th grade English - Last Updated on June 29, 2023

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.

W.11-12.2.a

Establish a clear and thorough thesis to present and explain information.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.11-12.2.b

Spell correctly.

Unit 1.1: Baseline Writing

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Writing Informative/Narrative Literature

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture and sampling, student work samples

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

students will be able to write an essay, follow a prompt and produce a grammatically correct piece of writing

students will be able to pre-write for, edit and peer evaluate an essay

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

essay - rough draft and final copy

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
W.11-12.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2.d
Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.a
Establish a clear and thorough thesis to present and explain information.
W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.b
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.b
Spell correctly.

Unit 1.2: The Things They Carry - Novel

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Novel - *The Things They Carry* Tim O'Brien

We read this novel over the months of September, October, November

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In Class reading, annotating together and individually, reading aloud, reading check quizzes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read critically for information and themes found in a novel

Students will be able to annotate for specific details and information regarding a theme

Students will be able to answer questions and find textual evidence in the novel

Students will understand the use of fiction and historical fact in a novel

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Reading check tests and worksheets and group presentation

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2.a

Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band

Unit 1.2: The Things They Carry - Novel

ELA - HS - 11th grade English - Last Updated on June 29, 2023

proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.3

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Unit 2: Revolutionary Period

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Argumentative Writing - Revolutionary Literature

Thomas Jefferson - Declaration of Independence

Thomas Paine -The Crisis

Patrick Henry - Speech in the Virginia Convention

John Adams/Abigail Adams - Letter to my Husband

Phyllis Wheatley - To His Excellency, General Washington

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, interactive discussion, group work, annotating, presentation

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

read and understand historical argumentative writings

read and understand and use different elements of propaganda and argumentative writing

understand and analyze author's purpose

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

test, quiz, worksheets, rough draft, essay, presentation

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2.b

Produce a thorough analysis of the text.

RL.11-12.4

Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RL.11-12.9

Unit 2: Revolutionary Period

ELA - HS - 11th grade English - Last Updated on June 29, 2023

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W.11-12.1.b

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.c

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.1.a

Establish a clear and thorough thesis to present a complex argument.

RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Unit 2.1: ACT Prep

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

ACT testing preparation

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, interactive lecture, sampling, student practice, worksheets

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Understand and be able to answer basic questions regarding literature and grammar based on ACT style questions

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

ACT test, practice tests, quizzes

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RL.11-12.2
Analyze literary text development.
RI.11-12.6
Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2

Unit 2.1: ACT Prep

ELA - HS - 11th grade English - Last Updated on June 29, 2023

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a
Observe hyphenation conventions.
L.11-12.2.b
Spell correctly.
L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
L.11-12.3.b
Apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.
L.11-12.4.d

Unit 2.1: ACT Prep

ELA - HS - 11th grade English - Last Updated on June 29, 2023

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Romanticism and Realism

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

American Romanticism, Transcendentalism, American Renaissance

Thoreau - Essays on Nature, Self-Reliance, Civil Disobedience

Nathaniel Hawthorne - Minister's Black Veil

Emerson - Walden

Whitman - Song of Myself, O Captain, My Captain

Dickinson - various poems

Poe - The Raven, Masque of the Red Death

Bryant - Thanatopsis

Fireside Poets - The Tide Rises, the Tide Falls, Chambered Nautilus, Psalm of Life

Lincoln - Second Inaugural Address, Gettysburg Address

Bierce - Occurrence at Owl Creek Bridge

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, interactive discussion, group work, projects, read aloud, presentations, guided reading

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

distinguish elements of Romanticism in literature

distinguish elements of realism in literature

understand Transcendentalism and how it is shown in literature

appreciate the connection between history and literature

understand and discuss the connection between Revolutionary literature, Romantic literature and Modern period literature

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

test, quiz, homework, worksheet, presentation

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.2.a

Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

RL.11-12.3

Unit 3: Romanticism and Realism

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Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.6

Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.6

Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Unit 4: The Great Gatsby

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Novel - *The Great Gatsby* F. Scott Fitzgerald

We read this novel over the month of May

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

In Class reading, annotating together and individually, reading aloud, reading check quizzes

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read critically for information and themes found in a novel

Students will be able to annotate for specific details and information regarding a theme

Students will be able to answer questions and find textual evidence in the novel

Students will understand the use of fiction and historical fact in a novel

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Reading check tests and worksheets and group presentation

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2.a

Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band

Unit 4: The Great Gatsby

ELA - HS - 11th grade English - Last Updated on June 29, 2023

proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11—CCR text complexity band independently and proficiently.

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 5: The Crucible

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Drama, *The Crucible* Arthur Miller

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

lecture, read aloud, group projects

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to:

understand drama

understand the relationship between history and drama

understand satire

appreciate spoken language and dialogue

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

quizzes, tests, essay

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.3

Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 5.1: Tragic Hero Essay

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Evidence and direct quotes from the play to support opinion/Tragic Hero

(This is taught in conjunction with *The Crucible* Essay)

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Sample essay, prewriting chart, rough draft, peer evaluation, editing

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to use evidence sand direct quotes

Students will be able to explain and develop ideas that support their opinion

Students will understand tragic hero, tragic flaw and how to recognize one in the play

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2.b
Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.c
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete

Unit 5.1: Tragic Hero Essay

ELA - HS - 11th grade English - Last Updated on June 29, 2023

details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.d

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.a

Establish a clear and thorough thesis to present and explain information.

W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 6: Modernism and Contemporary Literature

ELA - HS - 11th grade English - *Last Updated on June 29, 2023*

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Topics include F.Scott Fitzgerald ", Robert Frost, William Faulkner, Harlem Renaissance, modern poetry, elements of Modernism and Contemporary literature, American Dream

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, mini-lecture, small group presentation, notes, interactive discussion, silent reading, group reading, music listening

Unit 6: Modernism and Contemporary Literature

ELA - HS - 11th grade English - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to recognize elements of Modern Literature

Students will be able to recognize elements of a novel.

Students will be able to recognize elements of a short story.

Students will be able to recognize elements of a poem.

Students will be able to appreciate literature and other media from Harlem Renaissance.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SL.11-12.1.b
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.2.b
Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.10
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
RL.11-12.9
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American

Unit 6: Modernism and Contemporary Literature

ELA - HS - 11th grade English - Last Updated on June 29, 2023

literature, including how two or more diverse texts from the same period treat similar themes and/or topics.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

project presentations, worksheets, peer evaluations, extended responses

STANDARDS

Unit 7: Research Paper

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Topic includes all aspects of a research paper - topic search, finding sources, writing notes, writing outlines, rough drafts, editing and final paper. Paper topic is American person, place, event, etc. that has had influence/ impact of the topic on society.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

lecture, samples, practice, templates, teacher direct activity, peer instruction

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to search a topic.

Students will be able to write a thesis that shows a connection between multiple aspects of a topic.

Students will be able to complete research on a specific topic.

Students will be able to write an outline using notes

Students will be able to write a rough draft using an outline

Students will be able to write final draft after multiple rewrites and edits

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

final product, small chunk assignments, worksheets

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

Unit 7: Research Paper

ELA - HS - 11th grade English - Last Updated on June 29, 2023

L.11-12.4.b
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.2.b
Spell correctly.
L.11-12.2.a
Observe hyphenation conventions.
L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in

Unit 7: Research Paper

ELA - HS - 11th grade English - Last Updated on June 29, 2023

presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit 8: Grammar and Writing (on Going)

ELA - HS - 11th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar (parts of speech, punctuation, etc.)

Sentence structure (simple, compound, complex)

Writing genres of Literary Analysis, Argumentative, Synthesis, Narrative, Informative, Summary and Response

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Lecture, mini-lecture, worksheets, small group, worksheets, small group practice, samples

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to find, label and use the basic elements of grammar.

Students will be able to find, label and use the different sentence structure effectively to express ideas clearly.

Students will be able to find, label and use the various types of writing to express their ideas.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

quizzes on the parts of grammar, writing samples for the sentences and paragraphs

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.11-12.9.b

Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

W.11-12.9.a

Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches

Unit 8: Grammar and Writing (on Going)

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effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b

Unit 8: Grammar and Writing (on Going)

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Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.2.a

Establish a clear and thorough thesis to present and explain information.

W.11-12.2.g

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.2.f

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.e

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.d

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.c

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.b

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit 8: Grammar and Writing (on Going)

ELA - HS - 11th grade English - Last Updated on June 29, 2023

W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.b
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.c
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.d
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.e
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.1.f
Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.1.a
Establish a clear and thorough thesis to present a complex argument.

ELA - HS - 12th grade English

Vermilion Local School District

UNITS (11/11 SELECTED)	SUGGESTED DURATION
 Unit 1: Summary Writing	12 lessons
 Unit 2: Reading Skills	14 lessons
 Unit 3: College/Career Planning	12 lessons
 Unit 4: Synthesis Cluster	17 lessons
 Unit 5: Rhetorical Analysis	21 lessons
 Unit 6: Visual Text Analysis	18 lessons
 Unit 7: Novel (1984)	25 lessons
 Unit 8: Senior Research Project	25 lessons
 Unit 9: Novel (The Alchemist)	15 lessons
 Unit 10: Vocabulary (Ongoing)	1 lessons
 Unit 11: Grammar/Writing (Ongoing)	1 lessons

Unit 1: Summary Writing

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Summarizing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Read high-quality non-fiction

Text annotation

Class discussion

Small group discussion

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

St

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will write two summaries. The first will be short and done jointly with the class. The second will be independent. The student should show by the end of the second summary that he/she can accurately represent the ideas in the original article.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RI.11-12.2
Analyze informational text development.
RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.2.f
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit 1: Summary Writing

ELA - HS - 12th grade English - Last Updated on June 29, 2023

L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit 2: Reading Skills

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Reading Skills

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students study techniques to improve their reading skills by doing research on established methods. Two sources provided and two sources found by students.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be improving their ability to read difficult text as needed for college/career readiness.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students create a video for the class to view and submit notes on reading techniques. The notes are taken from sources (half found by the student and half provided by the teacher) that focus on reading strategies. The video component has students explain and demonstrate the strategies that they learned.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.2

Analyze informational text development.

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

Unit 2: Reading Skills

ELA - HS - 12th grade English - Last Updated on June 29, 2023

quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: College/Career Planning

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Exploration of college/career and/or work on college applications/essays. Soft skills for employment including applying and interviewing.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Invite in counselor

Demonstrate how to navigate links/websites

Provide examples of resumes

Use YouScience to inform students of strengths/weaknesses

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Complete a college application

Create a resume/cover letter

Know where to find further information about college/career

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will produce a resume and cover letter. The students should leave the unit with a resume that can be used to find employment. Additionally, students will give an informal presentation about what they found in their college/career research. This not only had them review their research but has them organize material into a presentation. Students will engage in mock interviews.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.7

Unit 3: College/Career Planning

ELA - HS - 12th grade English - Last Updated on June 29, 2023

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Synthesis Cluster

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Summarizing and Synthesizing Information into spoken and written form.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RI.11-12.2
Analyze informational text development.
SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1.a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1.b
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.c
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Review summarizing

Supply sources for students

Demonstrate presentation skills

Unit 4: Synthesis Cluster

ELA - HS - 12th grade English - Last Updated on June 29, 2023

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Summarizing

Group Work

Presentation

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students use their skills gained in previous units to read articles and write summaries. The summaries are part of the grade. Then, students merge with other students to give a presentation on their cluster area.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2

Analyze informational text development.

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Unit 4: Synthesis Cluster

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W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3

Unit 4: Synthesis Cluster

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Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.1.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.f

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.1.a

Establish a clear and thorough thesis to present a complex argument.

W.11-12.2.d

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.a

Establish a clear and thorough thesis to present and explain information.

W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Unit 5: Rhetorical Analysis

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Rhetorical Analysis

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Review Rhetorical Techniques

Read/analyze various text to practice the skills

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Analyze texts for the content and the rhetorical techniques used

As a class and with small groups, students practice their analysis skills several times before writing the paper.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

After studying rhetorical techniques through the use of examples, students write a rhetorical analysis of a selected passage.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Analyze literary text development.

RL.11-12.6

Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.4

Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

Unit 5: Rhetorical Analysis

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RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.4.c

Unit 5: Rhetorical Analysis

ELA - HS - 12th grade English - Last Updated on June 29, 2023

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

L.11-12.3.b

Apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.

L.11-12.2.b

Spell correctly.

L.11-12.2.a

Observe hyphenation conventions.

L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.1.b

Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

Unit 6: Visual Text Analysis

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Visual Text Analysis

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

As a class and in small groups, we look at art/photographs and analyze the images based on specific criteria. The same technique is applied to film.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read visual texts and present their findings.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students create a google slide presentation for a selected work of art/photograph. This will be presented to the class. Students write an individual film review and present a film clip along with analysis based on the criteria provided in class.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit 6: Visual Text Analysis

ELA - HS - 12th grade English - Last Updated on June 29, 2023

SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.b
Spell correctly.
L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Unit 7: Novel (1984)

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

1984

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Weekly reading assignments with study guides

Quizzes over the content

Class discussion/review

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will be able to read complex text independently.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students take an objective test and write an essay over the novel. Throughout the reading, students will answer questions, take quizzes, and engage in discussion.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2

Analyze literary text development.

RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4

Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Unit 7: Novel (1984)

ELA - HS - 12th grade English - Last Updated on June 29, 2023

RL.11-12.6

Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 8: Senior Research Project

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

APA Style Senior Research/Synthesis Paper

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students select a topic and are formed into a group. They read and summarize the articles and create a presentation. After that, the students do additional independent research and write a paper.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

As part of the project, students submit summaries, give a group presentation, and write an individual paper. This project involves extensive research and the ability to be self-motivated.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Group Presentation

APA Research Paper

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

W.11-12.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course

Unit 8: Senior Research Project

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of the narrative.
W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.3.a
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3
Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6

Unit 8: Senior Research Project

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Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
SL.11-12.1.a
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a
Observe hyphenation conventions.
L.11-12.2.b
Spell correctly.
L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a

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Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

L.11-12.3.b

Apply an understanding of syntax to the study of complex texts when reading.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 9: Novel (The Alchemist)

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

The Alchemist

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Students complete study guides, take formative quizzes and engage in discussion. Students write a narrative and create a video that is their own version of the themes presented in the novel.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Reading/analyzing complex texts

Discussion class/small group

Complete/edit video

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students write a short essay outlining the students personal legend and create a video detailing that legend.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA
RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2
Analyze literary text development.
RL.11-12.2.a
Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
RL.11-12.2.b
Produce a thorough analysis of the text.
RL.11-12.3
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4
Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text;

Unit 9: Novel (The Alchemist)

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analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Unit 9: Novel (The Alchemist)

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L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b
Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a
Observe hyphenation conventions.
L.11-12.2.b
Spell correctly.
L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a
Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
L.11-12.3.b
Apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11—12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Unit 9: Novel (The Alchemist)

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L.11-12.4.c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

L.11-12.4.d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.a

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.b

Analyze nuances in the meaning of words with similar denotations.

Unit 10: Vocabulary (Ongoing)

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Improving student vocabulary by understanding and defining unfamiliar words.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

Some words will be identified as vocabulary words in advance of assigning reading and explicit vocabulary instruction will be used. Other vocabulary words will be derived from the student's experience when reading.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will identify unfamiliar words in reading and have strategies for defining those words.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Use of vocabulary in writing and context. Other quizzes as appropriate.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

RL.11-12.4

Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Unit 11: Grammar/Writing (Ongoing)

ELA - HS - 12th grade English - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Grammar as needed and appropriate to writing tasks

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This will be taught through mini-lessons, writing workshops, and teacher/student conferences.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Grammar skills may include understanding sentence construction, clauses and phrases, punctuation (semi-colons, colons, dashes), passive/active voice, diction, syntax etc.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Assessment will be ongoing and assessed in student essays and presentations.

STANDARDS

Ohio - Grade 11-12 - English Language Arts ELA

W.11-12.1.d

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.2.d

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELA - HS - Broadcast Journalism

Vermilion Local School District

UNITS (2/2 SELECTED)		SUGGESTED DURATION
<div></div> Unit 1: Broadcast 101 (Aug-Oct)		5 lessons
<div></div> Unit 2: Weekly Live Broadcast Roles (Nov-May)		32 lessons

Unit 1: Broadcast 101 (Aug-Oct)

ELA - HS - Broadcast Journalism - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students will learn the fundamental skills and techniques involved with writing and producing television news stories, including preproduction skills, live production and post-production. Students will be required to speak and preform on camera as well as record some events after school.

Content skills:

- Field Research
- Studio and roles overview and identification.
- Newsworthiness
- A roll & B roll
- Sequences
- Editing iMovie tutorial
- News Package Elements & Analysis
- Anchors / On-Air performances
- Creating Intros
- Writing for broadcast & the teleprompter
- Interview Types
- Special Segments
- Special Segments Cont.
- Current Events & World News
- Safe use of Social Media

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

I use a mixture of teacher led lessons, student mentor pairs, small groups, and collaborative assignments. The majority of what we do is hands-on and learning in real time. Students will also receive the most direct instruction in this first unit than they would all year. Role rotations are put in place to allow practice on all elements of our studio equipment this includes both active and passive roles in class.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students must identify newsworthiness, understand news ethics and copyright law, safe and appropriate use of social media, narratively mix both A-roll and B-roll into a logically and aesthetically pleasing sequence. Students must demonstrate their ability to write for a teleprompter and read in a clear, articulate, and well-paced manner. Students must also demonstrate the ability to create reporter videos outside of the classroom (on their own time) as well as during class time. Students must learn LiveText graphics software, Tricaster technology, sound, iMovie editing software, etc.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students will have several assessments to test these skills. They will have a News Package assignment (focusing on all elements and especially the use of sequences). Students will be tested on their ability to write scripts and speak appropriately as an SNN news anchor (pacing, inflection, volume, improvisation and banter), as well as their interaction between co-anchors. Two main rubrics are used to evaluate their work. First, there is a rubric to evaluate all live roles by week (Graphics, Teleprompter, Tricaster, Anchors etc) as well as a separate rubric for video assignments (

Unit 1: Broadcast 101 (Aug-Oct)

ELA - HS - Broadcast Journalism - Last Updated on June 29, 2023

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA

SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Unit 2: Weekly Live Broadcast Roles (Nov-May)

ELA - HS - Broadcast Journalism - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

Students at this point have learned each and every role in SNN. Here they rotate roles to provide a fair and even distribution of jobs. However, by second semester students can provide a top 5 and bottom 5 roles they prefer and dislike. I will then create a rotation system that keeps them in their wheelhouse.

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

This is the live student broadcast part of the class (until the end of the school year). Students are continuing to learn roles, honing their skills, and become more independent with some peer and teacher assistance. *Again, this is run on a rotation, students are assigned roles each week. Some years, due to class size, there is a mix of “live” and “passive” roles or “purple” and “gold” teams due to the amount of available equipment. Others will do a live show, while one team has a specific assignment.

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students must identify newsworthiness, understand news ethics and copyright law, safe and appropriate use of social media, narratively mix both A-roll and B-roll into a logically and aesthetically pleasing sequence. Students must demonstrate their ability to write for a teleprompter and read in a clear, articulate, and well-paced manner. Students must also demonstrate the ability to create reporter videos outside of the classroom (on their own time) as well as during class time. Students must learn LiveText graphics software, Tricaster technology, sound, iMovie editing software, etc.

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

Students are graded weekly and monthly. Each student must create an extended video once a month to highlight their reporter video skills on top of their weekly SNN show skills. Students are graded with a broadcasting rubric for their live show roles or a broadcast video rubric for their special assignment that week.

STANDARDS

Ohio - Grade 9-10 - English Language Arts ELA
SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose,

Unit 2: Weekly Live Broadcast Roles (Nov-May)

ELA - HS - Broadcast Journalism - Last Updated on June 29, 2023

audience, and task.

SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA - HS - Yearbook

Vermilion Local School District

UNITS (9/9 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: September: First 30 Days	26 lessons
<div></div> Unit 2: October	19 lessons
<div></div> Unit 3: November	19 lessons
<div></div> Unit 4: December	12 lessons
<div></div> Unit 5: January	19 lessons
<div></div> Unit 6: February	18 lessons
<div></div> Unit 7: March	21 lessons
<div></div> Unit 8: April	14 lessons
<div></div> Unit 9: May	20 lessons

Unit 1: September: First 30 Days

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

First 30 Days

- Staff Bonding
- Theme Development
- Beat system development and practice
- Staff Jobs Application and Trials
- Photography practice
- Colors/Fonts
- Social Media
- Fall Fundraiser Planning
- Story Development
- Online Design Basic Skills

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Staff “Speed Dating”
- Google Surveys
- Google slides creation
- Modeling - I do, we do, you do.
- Trio work with returner mentors
- Photo practice with PE class

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- How theme is conveyed in different ways throughout a yearbook
- How to use them to guide design choices
- How to use Cannon T-5 DSLR Cameras
- The Dos and Don't of social media

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Theme Development Rounds
- Theme Voting Rounds
- Online Design Basics Test
- Ladder Due

STANDARDS

Unit 2: October

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Online Design Intermediate Skills
- Poster Design Basics
- Rule of Thirds
- Designing in Pages, Photopea, Photoshop
- Video Editing
- First Fundraisers - Candy Grams and Halloween Costumes
- Interviewing Techniques

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Modeling - I do, we do, you do.
- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual Work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- The basics of designing in different platforms
- The basics of good photography and design
- The basics of video editing in iMovie
- The basics of interviewing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Online Design Intermediate Test
- Halloween Candy Gram Design
- Poster Assignment
- First page stories due

STANDARDS

Unit 3: November

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Online Design Advanced Skills
- Choosing the right photos
- Returners - How to give constructive feedback
- Fall Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Modeling - I do, we do, you do.
- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- Advanced design skills in Online Design
- What makes a good photo
- Template creation and modification
- Giving and Using feedback

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Online Design Advanced Test
- Style Guide Due
- Choosing the right photos Quiz
- Cover Design Draft Due

STANDARDS

Unit 4: December

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Christmas Candy Grams
- Winter Coverage
- Business Ad Sales Trip
- Fall Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- The basics of face-to-face selling
- Soft skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Cover Design Final Due
- Fall Spread Draft Due

STANDARDS

Unit 5: January

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Shoe Drive Fundraiser
- Club Photos
- Fall Spread Proofing
- Winter Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- Large scale fundraiser logistics
- Basics of posed photography
- Final Proofing skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Editor Fall Feedback
- Fall Spread FINAL Due

STANDARDS

Unit 6: February

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Shoe Drive Fundraiser
- Yearbook Sales Marketing
- Winter Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

Students will understand...

- Large scale fundraiser logistics
- Advanced sales and marketing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Winter Spread Draft Due

STANDARDS

Unit 7: March

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Yearbook Sales Marketing
- Winter Spread Proofing
- Spring Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Advanced sales and marketing
- Final proofing skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Editor Winter Feedback
- Winter Spread Final Due

STANDARDS

Unit 8: April

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Yearbook Sales Marketing
- Spring Spread Design

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Advanced sales and marketing

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Spring Spread Draft Due

STANDARDS

Unit 9: May

ELA - HS - Yearbook - Last Updated on June 29, 2023

CONTENT: WHAT ESSENTIAL TOPICS DO I TEACH?

- Spring Spread Proofing

METHODS: HOW DO I TEACH THE ESSENTIAL TOPICS?

- Trio work with returner mentors
- Group work with staff teams
- Team Meetings
- Individual work

COMPREHENSION & SKILLS: WHAT WILL STUDENTS UNDERSTAND AND BE ABLE TO DO?

- Final proofing skills

SUMMATIVE ASSESSMENTS: HOW WILL STUDENTS DEMONSTRATE LEARNING?

- Editor Spring Feedback
- Spring Spread Final Due

STANDARDS