

Week 1		Week 2	
<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.4.20 Define words using contextual clues RL.12.5 Analyze connections among setting, characterization, conflict and theme</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.4.20 Define words using contextual clues RL.8.29 Identify textual support of an argument RL.13.20 Identify and use knowledge of common organizational structures</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>-Nonfiction/Fiction -Introduction to Nonfiction/Fiction -Context Clues -Model Selections: “The Three-Century Woman” and “The Fall of the Hindenburg”</p>		<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>-Nonfiction/Fiction -Introduction to Nonfiction/Fiction -Context Clues -“Papa’s Parrot” -“MK” -Common and Proper Nouns</p>	
<p align="center">Objectives</p> <p>-Differentiate between fiction and nonfiction -Build on students’ prior knowledge -Discuss author’s insights to writing</p>	<p align="center">Essential Question</p> <p>-What is the difference between fiction and nonfiction?</p>	<p align="center">Objectives</p> <p>-To use context clues in order to determine the meaning of unfamiliar words -To identify components of a narrative</p>	<p align="center">Essential Question</p> <p>-How do you determine the meaning of an unfamiliar word?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook</p>	<p align="center">Media Resources</p> <p>-DVD: From the Author’s Desk</p>	<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook -MCAS Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Venn Diagram</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Quiz: Given at the end of week 2 on all introduced topics and concepts.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 3		Week 4	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> RL.8.24 Interpret mood and tone with supporting textual evidence RL.8.28 Distinguish between concepts of theme in literature and author’s purpose in expository text</p>		<p><i>The students will:</i> RL.8 Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation RL.15 Students will identify and analyze how an author’s words appeal to the senses, create an image, suggests mood and tone</p>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
-Nonfiction/Fiction -Introduction to Nonfiction/Fiction -Author’s Purpose -“Melting Pot” -“Was Tarzan a Three-Bandage Man?”		-Nonfiction/Fiction -Introduction to Nonfiction/Fiction -Understanding an Author’s Purpose and Tone -Spelling Homophones	
Objectives	Essential Question	Objectives	Essential Question
-To identify the author’s purpose for writing -To compare the author’s purpose in two different literary works	-What is the author’s main reason for writing?	-To interpret mood and tone -To review commonly misspelled words using homophones	What is the author’s attitude toward a piece of writing?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
-Prentice Hall Anthology -Prentice Hall Workbook	-Prentice Hall Audio CD	-Prentice Hall Anthology -MCAS Workbook -LA Workbook	-Prentice Hall Audio CD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Venn Diagram	Completed by: Comments	Homework: To be given daily on each introduced topic Test: Given at the end of unit 1.	Completed by: Comments

Week 5		Week 6	
<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> RL.12 Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding</p>		<p><i>The students will:</i> RL.12 Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding</p>	
Unit/Topic/Lesson UNIT TWO		Unit/Topic/Lesson UNIT TWO	
<p>Short Stories Elements of a Short Story “The Treasure of Lemon Brown”</p>		<p>Short Stories Making Predictions “Rikki-tikki-tavi”</p>	
Objectives	Essential Question	Objectives	Essential Question
<ul style="list-style-type: none"> -To explore prior knowledge of short stories -To review the essential elements of a short story 	<ul style="list-style-type: none"> -What are the essential elements of a short story? 	<ul style="list-style-type: none"> -To make predictions on the outcome of the story -To map out a plot line (including conflict, climax, resolution) 	<ul style="list-style-type: none"> -What will be the final resolution to the conflict of the story?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<ul style="list-style-type: none"> -Prentice Hall Anthology -Prentice Hall Workbook -MCAS Workbook 	<ul style="list-style-type: none"> -DVD: From the Author’s Desk -Prentice Hall Audio CD 	<ul style="list-style-type: none"> -Prentice Hall Anthology -MCAS Workbook 	<ul style="list-style-type: none"> -DVD of “Rikki-tikki-tavi”
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Plot Line Diagram (General)</p>	<p>Completed by:</p> <p>Comments</p>	<p>Homework: To be given daily on each introduced topic Plot Line Diagram (Specific to a Story)</p>	<p>Completed by:</p> <p>Comments</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.12.4 Locate and analyze elements of plot and characterization...use understanding to determine how characters influence resolution RL.12.5 Analyze connections among setting, characters, conflict, plot, and theme</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.8.28 Distinguish between concepts of theme in literature and author’s purpose in expository text RL. 13.24 Identify textual support for an argument</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO</p> <p>Short Stories Making Inferences “After Twenty Years”</p>		<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Nonfiction Main Idea “Life Without Gravity” “Conversational Ballgames”</p>	
<p align="center">Objectives</p> <p>-To make inferences and draw conclusions from information that is provided -To understand situational irony</p>	<p align="center">Essential Question</p> <p>What conclusions can we draw from the inferences made in “After Twenty Years?”</p>	<p align="center">Objectives</p> <p>-Identify basic facts and main ideas</p>	<p align="center">Essential Question</p> <p>What constitutes the main idea in a literary work?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -MCAS Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>	<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook</p>	<p align="center">Media Resources</p> <p>-DVD: From the Author’s Desk</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Test: Given at the end of unit 2.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 9		Week 10	
<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.8.28 Distinguish between concepts of theme in literature and author’s purpose in expository text RL. 13.24 Identify textual support for an argument</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.8 Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation</p>	
<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Nonfiction Fact and Opinion “Alligator” “The Night the Bed Fell”</p>		<p align="center">Unit/Topic/Lesson UNIT THREE</p> <p>Nonfiction Review of Main Idea Review of Fact and Opinion</p>	
<p align="center">Objectives</p> <p>-Differentiate between fact and opinion -Sequencing of events</p>	<p align="center">Essential Question</p> <p>What is the difference between fact and opinion?</p>	<p align="center">Objectives</p> <p>-To identify the main idea of a passage -Review signal words for identifying fact and opinion</p>	<p align="center">Essential Question</p> <p>What clues or signal words indicate an opinion or point of view?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>	<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Comparing Humorous Essays Chart</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Test: Given at the end of unit 3.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 11		Week 12	
<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.3.10 Present an interpretation of a literary work RL.15.7 Identify how an author's word use creates mood</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> CO.19.20 Write poems using poetic techniques, figurative language, and graphic elements</p>	
<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Poetry Drawing Conclusions Various Poems from Unit 4</p>		<p align="center">Unit/Topic/Lesson UNIT FOUR</p> <p>Poetry Analyzing Elements of Poetry Use Examples from MCAS Workbooks & Handouts</p>	
<p align="center">Objectives</p> <p>-Draw conclusions about an author's purpose -Understanding meaning</p>	<p align="center">Essential Question</p> <p>-What is the mood the author is trying to create?</p>	<p align="center">Objectives</p> <p>-Understand figurative language techniques -Create an original poem</p>	<p align="center">Essential Question</p> <p>-How does poetry differ from prose?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook</p>	<p align="center">Media Resources</p> <p>-DVD: From the Author's Desk -Prentice Hall Audio CD</p>	<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -MCAS Workbook -Handouts</p>	<p align="center">Media Resources</p> <p>Prentice Hall Audio CD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Quiz: One figurative language terms Compose a Poem</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<p><i>The students will:</i> RL.17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed</p>		<p><i>The students will:</i> RL.17.6 Identify and analyze the similarities and differences in presentations of setting and character</p>	
Unit/Topic/Lesson UNIT FIVE		Unit/Topic/Lesson UNIT FIVE	
Drama Summarizing “The Monsters Are Due on Maple Street”		Drama Comparing Dramatic Speeches “from Grandpa and the Statue” “My Head is Full of Starshine”	
Objectives	Essential Question	Objectives	Essential Question
-Summarize what we have read -To learn the elements of drama	How can you retell the story in your own words?	-Understand the elements of a dramatic speech -Make comparisons	-What is a dramatic speech?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
-Prentice Hall Anthology -Prentice Hall Workbook	-DVD: From the Author’s Desk -Prentice Hall Audio CD	-Prentice Hall Anthology -Prentice Hall Workbook	-Prentice Hall Audio CD
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Visual Assessment	Completed by:	Homework: To be given daily on each introduced topic Test: Given at the end of unit 5.	Completed by:
	Comments		Comments

Week 15		Week 16	
<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.12.4 Locate and analyze elements of plot and characterization...use understanding to determine how characters influence resolution</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.8 Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation CO.19.19 Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Themes of the Oral Tradition (mythology) Storytelling, Humor, and the Oral Tradition Model Selections by Jon Scieska</p>		<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Themes of the Oral Tradition Cause and Effect "Icarus and Daedalus" "Demeter and Persephone" "Perseus"</p>	
<p align="center">Objectives</p> <p>-Build on students' prior knowledge -Discuss author's insight to writing</p>	<p align="center">Essential Question</p> <p>-How are Jon Scieska's stories different from more traditional fairytales?</p>	<p align="center">Objectives</p> <p>-To understand the relationship of cause and effect</p>	<p align="center">Essential Question</p> <p>-What is the effect of the character's actions?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook -MCAS Workbook</p>	<p align="center">Media Resources</p> <p>-DVD: From the Author's Desk -Prentice Hall Audio CD</p>	<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook -MCAS Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Visual Assessment</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Create a Myth</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 17		Week 18	
<p align="center">Performance Standards</p> <p><i>The students will:</i> RL.12 Students will identify, analyze, and apply knowledge of the structure and elements of fiction</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.1 Students will use agreed-upon rules for informal and formal discussions in small and large groups</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX</p> <p>Themes of the Oral Tradition Comparison and Contrast “Sun and Moon in a Box” “How the Snake Got Poison” “The Fox Outwits the Crow” and “The Fox and the Crow”</p>		<p align="center">Unit/Topic/Lesson MCAS SPECIFIC WRITING UNIT</p> <p>Pretest Examine Sample Essays</p>	
<p align="center">Objectives</p> <p>-To examine similarities and differences in stories from the Oral Tradition</p>	<p align="center">Essential Question</p> <p>-What are the similarities and the differences in these stories?</p>	<p align="center">Objectives</p> <p>-To build on prior knowledge -To examine/discuss sample essays</p>	<p align="center">Essential Question</p> <p>-What makes a good essay?</p>
<p align="center">Teacher Resources</p> <p>-Prentice Hall Anthology -Prentice Hall Workbook -MCAS Workbook</p>	<p align="center">Media Resources</p> <p>-Prentice Hall Audio CD</p>	<p align="center">Teacher Resources</p> <p>-Houghton Mifflin Text -MCAS Workbook -Handouts</p>	<p align="center">Media Resources</p> <p>-DOE Website</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Test: Given at the end of unit 6.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Score Examples Using a Rubric</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Week 19		Week 20	
Performance Standards		Performance Standards	
<p><i>The students will:</i> CO.19 Students will write with a clear focus, coherent organization, and sufficient detail CO.23 Students will organize ideas in writing in a way that makes sense for their purposes</p>		<p><i>The students will:</i> CO.21 Students will demonstrate improvements in organization, content, paragraph developments, level of detail, style, tone and word choice in their compositions after revising them.</p>	
Unit/Topic/Lesson MCAS SPECIFIC WRITING UNIT		Unit/Topic/Lesson MCAS SPECIFIC WRITING UNIT	
MCAS Writing Brainstorming Essay Topics Completing Graphic Organizers Begin Drafting Essay		MCAS Writing Complete First Draft Work on Revisions Peer Editing Final Draft	
Objectives	Essential Question	Objectives	Essential Question
-To explore possible topics -To plan essay ideas -To write a first draft	-How will I organize my ideas?	-To revise essay -to complete a polished essay	-What can I do to improve my essay?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
-Houghton Mifflin Text -MCAS Workbook	-DOE Website	-Houghton Mifflin Text -MCAS Workbook	
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Graphic Organizers	Completed by:	Homework: To be given daily on each introduced topic Essay	Completed by:
	Comments		Comments

Week 21		Week 22	
Performance Standards		Performance Standards	
<p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL.15.7 Identify how an author’s use of words creates mood</p>		<p><i>The students will:</i> LA.2.4 Integrate relevant information gathered from group discussions for reports. LA.4.20 Determine the meaning of unfamiliar words using context clues RL12.6 Analyze characters’ personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts</p>	
Unit/Topic/Lesson		Unit/Topic/Lesson	
Novel Unit <i>The Outsiders</i> Meet the Author Introduction to novel/Chapters 1 & 2		UNIT ONE Novel Unit <i>The Outsiders</i> Chapters 3-5	
Objectives	Essential Question	Objectives	Essential Question
-To introduce the novel and the author -To introduce new vocabulary -To read and discuss chapters 1 & 2	How does the author provide the reader with information about the setting and the characters?	-To introduce new vocabulary -To read and discuss chapters 3-5 -To discuss Johnny’s choices	What impact could Johnnys’ decision have on both his and Ponyboy’s futures?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>The Outsiders</i> Handout	Internet	<i>The Outsiders</i> Handouts	Internet
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Character Chart Vocabulary Chapter Questions	Completed by: Comments	Homework: To be given daily on each introduced topic Graphic Organizer (Decision Matrix) Vocabulary Chapter Questions Quiz: Chapters 1-5 including vocabulary	Completed by: Comments

Week 23		Week 24	
<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL.12.6 Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL.12.7 Analyze the ways characters change or interact with others over time and give supporting evidence from the text</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Novel Unit <i>The Outsiders</i> Chapters 6-8</p>		<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Novel Unit <i>The Outsiders</i> Chapters 9-11</p>	
<p align="center">Objectives</p> <p>-To introduce new vocabulary -To read and discuss chapters 6-8 -To map out rising action on a plotline</p>	<p align="center">Essential Question</p> <p>What are some of the events that contribute to the rising action of the plot?</p>	<p align="center">Objectives</p> <p>-To introduce new vocabulary -To read and discuss chapters 9-11 -To continue plotline</p>	<p align="center">Essential Question</p> <p>What is the climax of the novel?</p>
<p align="center">Teacher Resources</p> <p><i>The Outsiders</i> Handouts</p>	<p align="center">Media Resources</p> <p>Internet</p>	<p align="center">Teacher Resources</p> <p><i>The Outsiders</i> Handouts</p>	<p align="center">Media Resources</p> <p>Internet</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Plotline Chapter Questions</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Plotline Character Questions Quiz: Chapters 6-10 including vocabulary</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>
Week 25			

<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> RL.12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict CO.23.10 Organize information into a coherent essay with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion</p>		<p><i>The students will:</i></p>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Novel Unit <i>The Outsiders</i> Chapter 12 and Novel Review			
Objectives	Essential Question	Objectives	Essential Question
-To read and discuss chapter 12 -To review novel -To view movie	How does Hinton’s use of first person narrator (Ponyboy) impact the story?		
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>The Outsiders</i> Handouts	DVD		
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Novel Review: Time line, plotline, crossword Test: Given at the end of novel unit, includes essay.</p>	<p>Completed by: Comments</p>	<p>Homework: . Test:</p>	<p>Completed by: Comments</p>

Week 26		Week 27	
<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.1.4 Apply understanding of agreed-upon rules and individual roles in order to make decisions</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL.15.7 Identify how an author’s use of words creates mood</p>	
<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Novel Unit <i>Tangerine or Crash</i> Meet the Author Introduction to novel and topic of bullying</p>		<p align="center">Unit/Topic/Lesson UNIT ONE</p> <p>Novel Unit <i>Tangerine or Crash</i> Read and discuss Vocabulary</p>	
<p align="center">Objectives</p> <p>-To discuss bullying -To introduce the main characters and setting</p>	<p align="center">Essential Question</p> <p>What is a bully?</p>	<p align="center">Objectives</p> <p>-To introduce new vocabulary -To read and discuss chapters</p>	<p align="center">Essential Question</p> <p>What is your first impression of the main character?</p>
<p align="center">Teacher Resources</p> <p>-Novel -Handouts</p>	<p align="center">Media Resources</p> <p>-Internet</p>	<p align="center">Teacher Resources</p> <p>-Novel -Handouts</p>	<p align="center">Media Resources</p> <p>-Internet</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Character Chart</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Chapter Questions Quiz: On the reading and vocabulary</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>
Week 28		Week 29	

<i>Performance Standards</i>		<i>Performance Standards</i>	
<p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL12.6 Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts</p>		<p><i>The students will:</i> LA.4.20 Determine the meaning of unfamiliar words using context clues RL12.6 Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence from their words, actions, or thoughts</p>	
Unit/Topic/Lesson UNIT ONE		Unit/Topic/Lesson UNIT ONE	
Novel Unit <i>Tangerine or Crash</i> Read and discuss Vocabulary		Novel Unit <i>Tangerine or Crash</i> Read and discuss Vocabulary	
Objectives	Essential Question	Objectives	Essential Question
-To introduce new vocabulary -To read and discuss chapters	-How does the author's choice of point-of-view impact the novel?	-To introduce new vocabulary -To read and discuss chapters	-What is the climax of the novel?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
-Novel -Handouts	-Internet	-Novel -Handouts	-Internet
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
Homework: To be given daily on each introduced topic Compare and Contrast Graphic Organizer	Completed by: Comments	Homework: To be given daily on each introduced topic Quiz: On the reading and vocabulary	Completed by: Comments

Week 30			
<p style="text-align: center;"><i>Performance Standards</i></p> <p><i>The students will:</i> RI.12.7 Analyze the ways characters change or interact with others over time and give supporting evidence from the text</p>		<p style="text-align: center;"><i>Performance Standards</i></p> <p><i>The students will:</i></p>	
<p style="text-align: center;">Unit/Topic/Lesson UNIT ONE</p> <p>Novel Unit <i>Tangerine or Crash</i> Finish novel Review</p>		<p style="text-align: center;">Unit/Topic/Lesson UNIT ONE</p>	
<p style="text-align: center;">Objectives</p> <p>-To review novel -To create a final project</p>	<p style="text-align: center;">Essential Question</p> <p>How has the main character evolved since the beginning of the novel?</p>	<p style="text-align: center;">Objectives</p>	<p style="text-align: center;">Essential Question</p>
<p style="text-align: center;">Teacher Resources</p> <p>-Novel -Handouts</p>	<p style="text-align: center;">Media Resources</p> <p>-Internet</p>	<p style="text-align: center;">Teacher Resources</p>	<p style="text-align: center;">Media Resources</p>
<p style="text-align: center;">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: novel Final Project</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>	<p style="text-align: center;">Evaluation/Activities</p> <p>Homework:</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments</p>

Teacher Name: E. Durney

Course Name: Grade 7 Language Arts

2009-2010