

## Unit 1 - Where I'm From

| Bell Ringer Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment(s)                                                                                      | Resources |
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| Whole Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                    |           |
| Text Selection(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Vocabulary/Word Study                                                                              |           |
| 1. Memoir: from Brown Girl Dreaming                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | V: squish; humming; twist; twirl · shushes; feathery (V.1.3)<br>WS: Onomatopoeia (R.3.1)           |           |
| 2. Science Fiction: The Sand Castle                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | V: scorched; unprotected; cumbersome; hostile; forlorn; drained (V.1.3)<br>WS: Prefix: un- (V.1.2) |           |
| 3. Poetry: from Spoon River Anthology                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | V: disgrace, recluse, devoured, withdraws, solitude, solace (V.1.3)<br>WS: Prefix: dis- (V.1.2)    |           |
| 4. Memoir: from Bad Boy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | V:<br>WS: Context Clues (V.1.3); Root: -spec- (V.1.2)                                              |           |
| 5. Oral Storytelling: The Moth Presents: Aleeza Kazmi                                                                                                                                                                                                                                                                                                                                                                                                                                                        | V: performance; personal account; volume and pacing (V.1.3)<br>WS:                                 |           |
| 6. Realistic Short Story: Prince Francis                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | V:<br>WS: Reference Materials (V.1.3); Prefix: mal- (V.1.2)                                        |           |
| 7. Realistic Short Story: The Sound of Summer Running                                                                                                                                                                                                                                                                                                                                                                                                                                                        | V:<br>WS: Reference Materials (V.1.3); Multiple-Meaning Words (V.1.3)                              |           |
| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |           |
| Resiliency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                    |           |
| HE.68.R.1.2: Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.<br>HE.68.R.2.3: Describe the importance of following school and community laws and rules.<br>HE.68.R.2.4: Monitor progress toward attaining a personal goal.<br>HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.<br>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem. |                                                                                                    |           |
| Teacher Table                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |           |
| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Lesson(s)                                                                                          |           |
| 1. R.1.4; R.2.1; R.3.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | First-Person Point of View and Voice<br>Text Structure and Meaning                                 |           |
| 2. R.1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Plot Development and Flashback                                                                     |           |

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| 3. R.1.2; R.1.3; R.1.4                                                                          | Speaker in Poetry                                                                 |                                                                                                                                                                                                                                                  |
| 4. R.2.2                                                                                        | Central Idea and Supporting Evidence                                              |                                                                                                                                                                                                                                                  |
| 5. R.2.2                                                                                        |                                                                                   |                                                                                                                                                                                                                                                  |
| 6.                                                                                              | Narrative Point of View and Purpose<br>Literary Devices and Character Development |                                                                                                                                                                                                                                                  |
| 7.                                                                                              | Narrative Point of View and Purpose<br>Literary Devices: Symbol                   |                                                                                                                                                                                                                                                  |
| <b>Independent</b>                                                                              | <b>Technology</b>                                                                 |                                                                                                                                                                                                                                                  |
| <b>*Intensive students will complete Lexia PowerUp during Independent or Technology Center.</b> | <b>Text Selection(s)</b>                                                          | <b>IXL Skill(s)</b>                                                                                                                                                                                                                              |
|                                                                                                 | Memoir: from Brown Girl Dreaming                                                  | <b>Analyze and interpret</b><br>1. Identify the narrative point of view<br><b>Study language and craft</b><br>2. Read poetry<br><b>Share ideas</b><br>3. Identify sensory details                                                                |
|                                                                                                 | Science Fiction: The Sand Castle                                                  | <b>Analyze and interpret</b><br>1. Analyze short stories<br><b>Study language and craft</b><br>2. Words with un-, dis-, in-, im-, and non-<br>3. Simple past, present, and future tense: review<br>4. Correct inappropriate shifts in verb tense |
|                                                                                                 | Poetry: from Spoon River Anthology                                                | <b>Analyze and interpret</b><br>1. Compare and contrast points of view<br><b>Study language and craft</b><br>2. Identify gerunds and their functions<br>3. Identify infinitives and infinitive phrases                                           |
|                                                                                                 | Memoir: from Bad Boy                                                              | 1. Determine the main idea of a passage<br>2. Use Greek and Latin roots as clues to the meanings of words<br>3. Find synonyms in context<br>4. Identify pronouns and their antecedents<br>5. Use the pronoun that agrees with the antecedent     |

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|  | Oral Storytelling: The Moth Presents: Aleeza Kazmi | 1. Identify an author's statement of opinion<br>2. Identify supporting details in informational texts                                                       |
|  | Realistic Short Story: Prince Francis              | 1. Read realistic fiction<br>2. Use actions and dialogue to understand characters<br>3. Show character emotions and traits<br>4. Use dictionary definitions |
|  | Realistic Short Story: The Sound of Summer Running | 1. Compare passages for tone<br>2. Use dictionary entries<br>3. Which definition matches the sentence?                                                      |

## Unit 2 - Natural Allies

| Bell Ringer                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Assessment(s) |                                                                                                                   | Resources |  |
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| Whole Group                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |               |                                                                                                                   |           |  |
| Text Selection(s)                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |               | Vocabulary/Word Study                                                                                             |           |  |
| 1. Autobiography: from My Life With the Chimpanzees                                                                                                                                                                                                                                                                                                                                                                                                             |  |               | V: vanished; miserable; irritable; threateningly; impetuous; dominate (V.1.3)<br>WS: Suffix: -able (V.1.2)        |           |  |
| 2. Science Article: How Smart Are Animals?                                                                                                                                                                                                                                                                                                                                                                                                                      |  |               | V: evaluate; observing; investigation; phenomenon; interpret; measurable (V.1.1)<br>WS: Spelling Patterns (V.1.3) |           |  |
| 3. Science Article: So What is a Primate?                                                                                                                                                                                                                                                                                                                                                                                                                       |  |               | V: agile; prehensile; sensitive; keen; opposable; intelligent (V.1.3)<br>WS: Multiple-Meaning Words (V.1.3)       |           |  |
| 4. Poetry collection 1: Sonnet; I Understand - A Villanelle                                                                                                                                                                                                                                                                                                                                                                                                     |  |               | V:<br>WS: Context Clues (V.1.3); Suffix: -ship (V.1.2)                                                            |           |  |
| 5. Myth: The Tale of the Hummingbird                                                                                                                                                                                                                                                                                                                                                                                                                            |  |               | V:<br>WS: Reference Materials (V.1.3); Synonyms (V.1.3)                                                           |           |  |
| 6. Biography: Black Cowboy, Wild Horses                                                                                                                                                                                                                                                                                                                                                                                                                         |  |               | V:<br>WS: Context Clues (V.1.3); Multiple-Meaning Words (V.1.3)                                                   |           |  |
| Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |               |                                                                                                                   |           |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |               |                                                                                                                   |           |  |
| Resiliency                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |               |                                                                                                                   |           |  |
| HE.68.R.2.1: Discuss how character is shaped by attitudes, decisions and actions.<br>HE.68.R.2.4: Monitor progress toward attaining a personal goal.<br>HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.<br>HE.68.3.1 Discuss ways a leader can build the trust of individuals and groups.<br>HE.68.R.4.4 Identify the importance of perseverance when facing difficulty solving a problem. |  |               |                                                                                                                   |           |  |
| Teacher Table                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |               |                                                                                                                   |           |  |
| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |               | Lesson(s)                                                                                                         |           |  |
| 1. R.2.1                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |               | Author's Purpose and Message                                                                                      |           |  |
| 2. R.2.1; R.2.2; R.3.4                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |               | Purpose and Organization<br>Central Idea and Supporting Evidence                                                  |           |  |

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| 3. R.2.1                                                                                        | Purpose and Organization<br>Text Features: Introductions and Acknowledgments |                                                                                                                                                                                                                                                                                                                                                                                |
| 4. R.1.2; R.1.4; R.3.3                                                                          | Poetic Forms and Meaning<br>Speaker and Theme                                |                                                                                                                                                                                                                                                                                                                                                                                |
| 5. R.1.2                                                                                        | Multiple Themes                                                              |                                                                                                                                                                                                                                                                                                                                                                                |
| 6. R.2.2; R.3.1; R.3.2                                                                          | Author's Purpose and Central Idea<br>Figurative Language                     |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Independent</b>                                                                              | <b>Technology</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                |
| <b>*Intensive students will complete Lexia PowerUp during Independent or Technology Center.</b> | <b>Text Selection(s)</b>                                                     | <b>IXL Skill(s)</b>                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                 | Autobiography: from My Life With the Chimpanzees                             | <b>Analyze and interpret</b><br>1.Read about animals<br>2.Identify the author's purpose<br><b>Study language and craft</b><br>3.Words with -able and -ible<br>4.Commas with series, dates, and places<br>5.Commas with compound and complex sentences<br>6.Commas with nonrestrictive elements<br><b>Share ideas</b><br>7.Determine the order of events in informational texts |
|                                                                                                 | Science Article: How Smart Are Animals?                                      | 1.Distinguish facts from opinions<br>2.Select and use text features                                                                                                                                                                                                                                                                                                            |
|                                                                                                 | Science Article: So What is a Primate?                                       | <b>Analyze and interpret</b><br>1.Identify text structures<br>2.Compare and contrast in informational texts<br>3.Compare information from two texts<br><b>Language development</b><br>4.Which sentence matches the definition?                                                                                                                                                 |
|                                                                                                 | Poetry collection 1: Sonnet; I Understand - A Villanelle                     | 1.Find words using context<br>2.Label the rhyme scheme                                                                                                                                                                                                                                                                                                                         |
|                                                                                                 | Myth: The Tale of the                                                        | 1.Use key details to determine the main idea                                                                                                                                                                                                                                                                                                                                   |

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|  | Hummingbird                             | 2.Match the quotations with their themes<br>3.Use thesaurus entries<br>4.Identify dependent and independent clauses                   |
|  | Biography: Black<br>Cowboy, Wild Horses | 1.Determine the meaning of words using<br>synonyms in context<br>2.Determine the meanings of similes<br>3.Interpret figures of speech |

| Unit 3 - Technology and Society                                                                                      |  |                                                                                                                                  |  |           |
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| Bell Ringer                                                                                                          |  | Assessment(s)                                                                                                                    |  | Resources |
| Whole Group                                                                                                          |  |                                                                                                                                  |  |           |
| Text Selection(s)                                                                                                    |  | Vocabulary/Word Study                                                                                                            |  |           |
| 1. Science Fiction: Feathered Friend                                                                                 |  | V: <i>pathetically; distressed; mournfully; apologetically; lamented</i> (V.1.3)<br>WS: <i>Root: -path-</i> (V.1.2)              |  |           |
| 2. Informational Article: The Biometric Body                                                                         |  | V: <i>fraud; disguise; masquerade; criminals; forged; impostor</i><br>WS: <i>Synonyms and Nuance</i> (V.1.3)                     |  |           |
| 3. Argumentative Essay: Biometrics Are Not Better                                                                    |  | V: <i>security; vulnerabilities; exploiting; bypassed; breaches; hacked</i> (V.1.3)<br>WS: <i>Multiple-Meaning Words</i> (V.1.3) |  |           |
| 4. Media Video: The Internet of Things                                                                               |  | V: <i>images/graphics; animation; audio; voiceover; narrator</i><br>WS: <i>Media Vocabulary</i> (V.1)                            |  |           |
| 5. Reflective Essay: Is Our Gain Also Our Loss?                                                                      |  | V:<br>WS: <i>Base Words and Context</i> (V.1.3); <i>Suffix: -ation</i> (V.1.2)                                                   |  |           |
| 6. Persuasive Essay: The Black Hole of Technology                                                                    |  | V:<br>WS: <i>Context Clues</i> (V.1.3); <i>Multiple-Meaning Words</i> (V.1.3)                                                    |  |           |
| 7. Science Fiction: The Fun They Had                                                                                 |  | V:<br>WS: <i>Context Clues</i> (V.1.3)                                                                                           |  |           |
| 8. Photo Essay: Mexico's Abandoned Railways and the SEFT-1                                                           |  | V: <i>composition; background/foreground; camera angle</i><br>WS: <i>Media Vocabulary</i> (V.1)                                  |  |           |
| Writing                                                                                                              |  |                                                                                                                                  |  |           |
| Resiliency                                                                                                           |  |                                                                                                                                  |  |           |
| HE.68.R.2.4: Monitor progress toward attaining a personal goal.                                                      |  |                                                                                                                                  |  |           |
| HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal. |  |                                                                                                                                  |  |           |
| HE.68.R.2.9: Identify healthy responses to negative peer pressure.                                                   |  |                                                                                                                                  |  |           |
| Teacher Table                                                                                                        |  |                                                                                                                                  |  |           |
| Standard(s)                                                                                                          |  | Lesson(s)                                                                                                                        |  |           |
| 1. R.1.1; R.1.2                                                                                                      |  | Multiple Themes<br>Setting, Characters, and Plot                                                                                 |  |           |
| 2. R.2.1; R.2.2; R.2.4; R.3.4                                                                                        |  | Development of Central Idea                                                                                                      |  |           |

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|                                                                                          | References in Informational Writing                                       |                                                                                                                                                                                                                                                                                                  |
| 3. R.2.4                                                                                 | Claim and Organizational Patterns                                         |                                                                                                                                                                                                                                                                                                  |
| 4.                                                                                       |                                                                           |                                                                                                                                                                                                                                                                                                  |
| 5. R.2.1; R.3.1                                                                          | Author's Purpose and Message                                              |                                                                                                                                                                                                                                                                                                  |
| 6. R.2.1; R.2.4; R.3.4                                                                   | Claim, Evidence, and Audience<br>Rhetorical Devices and Logical Fallacies |                                                                                                                                                                                                                                                                                                  |
| 7. R.1.1; R.1.2                                                                          | Setting, Character, and Plot Development<br>Multiple Themes               |                                                                                                                                                                                                                                                                                                  |
| 8. R.3.2                                                                                 |                                                                           |                                                                                                                                                                                                                                                                                                  |
| Independent                                                                              | Technology                                                                |                                                                                                                                                                                                                                                                                                  |
| *Intensive students will complete Lexia PowerUp during Independent or Technology Center. | Text Selection(s)                                                         | IXL Skill(s)                                                                                                                                                                                                                                                                                     |
|                                                                                          | Science Fiction:<br>Feathered Friend                                      | <b>Analyze and interpret</b><br>1.Determine the themes of short stories<br><b>Study language and craft</b><br>2.Use words as clues to the meanings of Greek and Latin roots<br><b>Share ideas</b><br>3.Identify an author's statement of opinion<br>4.Choose evidence to support a claim         |
|                                                                                          | Informational Article:<br>The Biometric Body                              | <b>Analyze and interpret</b><br>1.Read about science and nature<br>2.Identify appeals to ethos, pathos, and logos in advertisements<br><b>Study language and craft</b><br>3.Describe the difference between related words<br>4.Recognize the parts of a Works Cited entry (MLA 8th–9th editions) |
|                                                                                          | Argumentative Essay:<br>Biometrics Are Not Better                         | <b>Analyze and interpret</b><br>1.Trace an argument<br>2.Compare information from two texts<br><b>Study language and craft</b>                                                                                                                                                                   |

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|  |                                                         | 3. Identify prepositions<br>4. Identify prepositions and their objects<br>5. Identify prepositional phrases                                                                                                                                                                                                           |
|  | Media Video: The Internet of Things                     | <b>Analyze and interpret</b><br>1. Read graphic organizers<br><b>Share ideas</b><br>2. Distinguish facts from opinions                                                                                                                                                                                                |
|  | Performance Task: Argumentative Essay                   | <b>Write an argumentative essay</b><br>1. Identify supporting details in informational texts<br>2. Identify counterclaims<br>3. Correct errors in everyday use<br>4. Prepositions: review<br>5. Commas with direct addresses, introductory words, interjections, and interrupters<br>6. Correct capitalization errors |
|  | Reflective Essay: Is Our Gain Also Our Loss?            | 1. Identify the author's purpose<br>2. Use relative pronouns: who, whom, whose, which, and that<br>3. Use relative adverbs                                                                                                                                                                                            |
|  | Persuasive Essay: The Black Hole of Technology          | 1. Classify logical fallacies<br>2. Find antonyms in context                                                                                                                                                                                                                                                          |
|  | Science Fiction: The Fun They Had                       | 1. Use context to identify the meaning of a word<br>2. Draw inferences from a text<br>3. Formatting quotations and dialogue                                                                                                                                                                                           |
|  | Photo Essay: Mexico's Abandoned Railways and the SEFT-1 | 1. Read passages about business and technology<br>2. Select and use text features<br>3. Identify and correct plagiarism                                                                                                                                                                                               |

| Unit 4 - The Power of Imagination                                                                                    |  |               |                                                                                                                                               |           |  |
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| Bell Ringer                                                                                                          |  | Assessment(s) |                                                                                                                                               | Resources |  |
| Whole Group                                                                                                          |  |               |                                                                                                                                               |           |  |
| Text Selection(s)                                                                                                    |  |               | Vocabulary/Word Study                                                                                                                         |           |  |
| 1. Drama: The Phantom Tollbooth, Act I                                                                               |  |               | V: <i>ignorance; surmise; presume; speculate; consideration; misapprehension</i> (V.1.3)<br>WS: <a href="#">Denotation and Nuance</a> (V.1.3) |           |  |
| 2. Drama: The Phantom Tollbooth, Act II                                                                              |  |               | V: <i>suspiciously; obstacle; pessimistic; malicious; insincerity; compromise</i> (V.1.3)<br>WS: <a href="#">Suffix: -ity</a> (V.1.2)         |           |  |
| 3. Retelling: from The Misadventures of Don Quixote                                                                  |  |               | V:<br>WS: Digital Reference Materials (V.1.3)                                                                                                 |           |  |
| 4. Compare poetry: Jabberwocky; The Mock Turtle's Song                                                               |  |               | V:<br>WS: Context Clues (V.1.3); <a href="#">Word Origins</a> (V.1.3)                                                                         |           |  |
| 5. Reflective Essay: The Importance of Imagination                                                                   |  |               | V:<br>WS: Context Clues (V.1.3) <a href="#">Prefix: para-</a> (V.1.2)                                                                         |           |  |
| Writing                                                                                                              |  |               |                                                                                                                                               |           |  |
|                                                                                                                      |  |               |                                                                                                                                               |           |  |
| Resiliency                                                                                                           |  |               |                                                                                                                                               |           |  |
| HE.68.R.2.4: Monitor progress toward attaining a personal goal.                                                      |  |               |                                                                                                                                               |           |  |
| HE.68.R.2.5: Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal. |  |               |                                                                                                                                               |           |  |
| Teacher Table                                                                                                        |  |               |                                                                                                                                               |           |  |
| Standard(s)                                                                                                          |  |               | Lesson(s)                                                                                                                                     |           |  |
| 1. R.1.1                                                                                                             |  |               | <a href="#">Character Development and Plot</a>                                                                                                |           |  |
| 2.                                                                                                                   |  |               | <a href="#">Stage Directions and Character Development</a><br><a href="#">Language and Mood</a>                                               |           |  |
| 3. R.1.1                                                                                                             |  |               | <a href="#">Character and Plot</a>                                                                                                            |           |  |
| 4. R.1.4; R.3.1                                                                                                      |  |               | <a href="#">Structures in Poetry: Meter</a><br><a href="#">Language and Mood</a>                                                              |           |  |
| 5. R.2.2; R.3.4                                                                                                      |  |               | <a href="#">Central Idea and Rhetorical Appeals</a><br><a href="#">Language and Voice</a>                                                     |           |  |

| Independent                                                                              | Technology                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| *Intensive students will complete Lexia PowerUp during Independent or Technology Center. | Text Selection(s)                                   | IXL Skill(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                          | Drama: The Phantom Tollbooth, Act I                 | <b>Analyze and interpret</b><br>1.Summarize a story<br>2.Use actions and dialogue to understand characters<br>3.Is the sentence declarative, interrogative, imperative, or exclamatory?<br><b>Study language and craft</b><br>4.Read drama<br>5.Determine the meanings of Greek and Latin roots<br>6.Positive and negative connotation<br>7.Determine the meaning of idioms from context: set 1<br>8.Identify coordinating conjunctions<br>9.Identify subordinating conjunctions<br>10.Fill in the missing correlative conjunction |
|                                                                                          | Drama: The Phantom Tollbooth, Act II                | <b>Analyze and interpret</b><br>1.Determine the meaning of idioms from context: set 2<br>2.Compare and contrast characters<br><b>Share ideas</b><br>3.Compare and contrast points of view                                                                                                                                                                                                                                                                                                                                          |
|                                                                                          | Retelling: from The Misadventures of Don Quixote    | 1.Identify the narrative point of view<br>2.Is the sentence simple, compound, or complex?<br>3.Use the correct subject or verb                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                          | Compare poetry: Jabberwocky; The Mock Turtle's Song | 1.Identify elements of poetry<br>2.Find words using context                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                          | Reflective Essay: The Importance of Imagination     | 1.Determine the meaning of words using antonyms in context<br>2.Identify appeals to ethos, logos, and pathos in                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|  |  | advertisements<br>3.Compare and contrast in informational texts<br>4.Match causes and effects in informational texts |
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## Unit 5 - Exploration

| Bell Ringer                                                         | Assessment(s)                                                                                          | Resources |
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| Whole Group                                                         |                                                                                                        |           |
| Text Selection(s)                                                   | Vocabulary/Word Study                                                                                  |           |
| 1. Memoir: from A Long Way Home                                     | V: deliberate; quest; thorough; obsessive; intensity; relentlessly (V.1.3)<br>WS: Suffix: -ive (V.1.2) |           |
| 2. Informational Text: If Apollo 11 Had Failed<br>Poem: The Soldier | V: sacrifice; noble; stirred; foreign; eternal; dreams (V.1.3)<br>WS: Multiple-Meaning Words (V.1.3)   |           |
| 3. Media Video: BBC Science Club: All About Exploration             | V: cut-out animation; object animation; real-time animation (V.1.3)<br>WS: Media Vocabulary (V.1)      |           |
| 4. Biography: Ada and the Thinking Machines                         | V:<br>WS: Context Clues (V.1.3); Root: -vis- (V.1.2)                                                   |           |
| 5. Short Story: The King of Mazy May                                | V:<br>WS: Reference Materials (V.1.3); Root: -pend- (V.1.2)                                            |           |
| 6. Fiction: from Sacajawea                                          | V:<br>WS: Multiple-Meaning Words and Context Clues (V.1.3); Connotation and Denotation (V.1.3)         |           |
| 7. Nonfiction: from Lewis and Clark                                 | V: penciler; inker; letterer<br>WS: Media Vocabulary (V.1)                                             |           |
| Writing                                                             |                                                                                                        |           |
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| Resiliency                                                          |                                                                                                        |           |
|                                                                     |                                                                                                        |           |
| Teacher Table                                                       |                                                                                                        |           |
| Standard(s)                                                         | Lesson(s)                                                                                              |           |
| 1. R.2.1; R.2.2; R.3.2                                              | Central Idea and Evidence                                                                              |           |
| 2. R.1.2; R.2.2; R.3.1; R.3.2; R.3.3                                | Reading Across Genres<br>Figurative Language and Tone                                                  |           |
| 3.                                                                  |                                                                                                        |           |
| 4. R.2.1                                                            | Text and Graphic Features                                                                              |           |

|                                                                                          |                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. R.1.1                                                                                 | Characters, Plot, and Conflict                         |                                                                                                                                                                                                                                                                                                                                                                                    |
| 6. R.1.1; R.3.1                                                                          | Historical and Cultural Setting<br>Figurative Language |                                                                                                                                                                                                                                                                                                                                                                                    |
| 7. R.1.3; R.2.1                                                                          |                                                        |                                                                                                                                                                                                                                                                                                                                                                                    |
| Independent                                                                              | Technology                                             |                                                                                                                                                                                                                                                                                                                                                                                    |
| *Intensive students will complete Lexia PowerUp during Independent or Technology Center. | Text Selection(s)                                      | IXL Skill(s)                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                          | Memoir: from A Long Way Home                           | <b>Analyze and interpret</b><br>1.Determine the main idea of a passage<br>2.Read about famous places<br><b>Study language and craft</b><br>3.Choose between the past tense and past participle<br>4.Use the perfect verb tenses<br>5.Form the perfect verb tenses<br><b>Share ideas</b><br>6.Choose evidence to support a claim<br>7.Identify supporting details in literary texts |
|                                                                                          | Informational Text: If Apollo 11 Had Failed            | <b>Analyze and interpret</b><br>1.Interpret the meaning of an allusion from its source<br>2.Compare two texts with different genres<br><b>Study language and craft</b><br>3.Analyze the effects of figures of speech on meaning and tone                                                                                                                                           |
|                                                                                          | Poem: The Soldier                                      | <b>Analyze and interpret</b><br>1.Interpret the meaning of an allusion from its source<br>2.Compare two texts with different genres<br><b>Study language and craft</b><br>3.Analyze the effects of figures of speech on meaning and tone                                                                                                                                           |
|                                                                                          | Media Video: BBC Science Club: All About               | <b>Analyze and interpret</b><br>1.Draw inferences from a text                                                                                                                                                                                                                                                                                                                      |

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|--|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
|  | Exploration                              |                                                                                                                                        |
|  | Biography: Ada and the Thinking Machines | 1.Analogies<br>2.Transitions with conjunctive adverbs<br>3.Determine the meanings of words with Greek and Latin roots                  |
|  | Short Story: The King of Mazy May        | 1.Identify story elements<br>2.Use the meanings of words as clues to the meanings of Greek and Latin roots<br>3.Use dictionary entries |
|  | Fiction: from Sacajawea                  | 1.Classify figures of speech<br>2.Read historical fiction<br>3.Use context to identify the meaning of a word                           |
|  | Nonfiction: from Lewis and Clark         | 1.Compare illustrations of literary and historical subjects<br>2.Read historical fiction with illustrations                            |