

	Final Test	Tone/Mood Activity	Vocabulary Activity 1	Vocabulary Activity 2	Note-Taking	Applying project	Author Bio	Articulation Guide	Chapters	Creative Writing Assignment
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	X	X	X	X	X	X	X	X	X	X
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			X	X	X					
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;			X	X						
(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple-meaning words;			X	X					X	X
(E) use a dictionary or glossary to determine the meanings, syllabification, and pronunciation of unknown words.			X	X		X	X			
(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	X								X	X
(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical						X			X	X
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	X	X			X	X		X		
(A) explain the influence of the setting on plot development;	X				X				X	X
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts					X				X	X
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	X	X				X				
(14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		X				X				
(B) interpret how visual and sound techniques (e.g. special effects, camera angles, lighting, music) influence the message;		X				X				
(15) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:										
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, idea webbing);		X				X				X
(B) develop drafts by categorizing ideas and organizing them into paragraphs;	X	X				X				X
(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	X	X				X				X
(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and	X	X				X				X
(E) revise final draft in response to feedback from peers and teacher and publish written work for a specific audience.		X				X				X
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to: write an imaginative story that i. contains reader interest, ii. includes well-paced action and an engaging story line, iii. creates a specific, believable setting through the use of sensory details, iv. develops interesting characters, and v. uses a range of literary strategies and devices to enhance the style and tone										X
(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.								X		
(20) Oral and Written Conventions/Conventions. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	X	X	X	X	X	X	X	X	X	X
(21) Oral and Written Conventions/Spelling students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	X	X	X	X	X	X	X	X	X	X
(26) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:	X	X	X	X	X	X	X	X	X	X
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems	X	X	X	X	X	X	X	X	X	X
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.		X	X	X		X		X		