	Parts Questions	Amotation Powerpoint	Roaring Twenties Powerpoint	Vocabula ny Powerpoint	Wonderstruck Vocab. 1	Wonderstruck Vocab. 2	A History of Deaf Galaxe and Language 1917	Creative We ting Worksheet	Let ber Weißing Worksheet	Brian Selznick Maseum Tour	Brian Selznick Interview	Character	Deaf Culture - PBS	Socrative Vocabulary Outz	Socrative Review Quiz	Stert Movie Video and Worksheet	Wideo Symptosis for Text	Wdeo Sympa sis for Pichare s	Wdeo Discussion Questions for Text	Video Discussion Questions for Picture s	Amobation Notes Pages
(1) Rending Fharicy. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aload grade-level text based on the rending purpose and the nature of the text.	X	х	х	x	x	Х	х	x	х		X	Х	х	X	х	х					х
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected	Х		х																		
 (A) determine the meaning of grade-level scadernic English words derived from Latin, Greek, or other linguistic roots and affines; 				х	х	Х															
 (B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words; 					Х	X					Х		Х								
(E) use a dictionary, a glossary, or a thessarus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	X		Х		х	Х															
The distribution may give a special or some "The sea and Caree." [1] Rading Comprehension of Leavery was resolven and Caree. [2] Rading Comprehension of Leavery was resolven and sea the state and gene in different column, however, and constrained and sea of provide evidence from the text to support their understanding. Dandoin are expected to: [3] Dandoin are expected to: [3] documber convertience in mythe and opic tales (e.g., extended simile, the queue, the hort back, circle strains), and [4] Cy analysis from place and insee inflames the forms or message of a	x	х	x	x	x	X								X	х						
Statems are expected to: (B) describe convenions in myths and epic tales (e.g., extended smile, the quest, the hero's tasks, circle stories); and (C) analyze how place and time influence the theme or message of a literary work.	х																Х	X	х	х	
(4) Reading Comprehension of Literary TextiPoetry. Students understand, make inforences and draw conclusions about the structure and elements of poetry and provide crisience from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., equalla letters, line length, word position) on																	х	х			
the meaning of a poem. (5) Reading Comprehension of Literary Text/Drama, Students anderstand, make informered and draw conclusions about the visueure and elements of drama and provide evidence from text to support their understunding. Students are expected to explain a playweight's use of failurgue and stage directions.	х												х			х		х	х	х	
(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	х	х	х	х	Х	х			х	X	Х			х	х					
(A) explain the influence of the setting on plot development;	X				Х											Х	Х	Х	Х	Х	
(A) explain the influence of the setting on plot development; (B) analyze the development of the plot through the internal and excitental responses of the characters, including their motivations and conflict; and	X	Ī				_						_				Х	Х	Х	х	х	
(C) analyze different forms of point of view, including first-person,	Х															Х	Х	Х	х	х	
ments person elemental, not time person retinea. (S) Reading Corporations of Lieutry (INSSessory Language, Students undentand, make inference and done conclusions about how an author's secsory language coation imagery in lieutry text and provide coldence from text to support their undersonating. Students excepted to determine for figurative sensating of pleases and analyze low an author's sea or of language creates imagery, appeals to the among, and appeals moved.	x									x							x	x	x	x	
(9) Reading Compedensian of Informational Text Culture and History. Students malyne, make inforences and draw conclusions about the author's purpose in cultural, historical, and contemporary constants and provide evidence from the text to support their understanding. Students are expected to explain the difference between the thame of a literary work and the author's purpose in an	x		x				х										х	х	х	х	
(10) Reading Comprehension of Informational Text Expository Text. Students analyze, make inforences and draw conclusions about expository text and provide evidence from text to support their channel in Students.											х										
expensive text. 10) Reading Computemion of Informational Text Expository Text. Exclusive analyse, make informece and draw conclusives about text text analyse, make informece and text to apper their meterizations. Software are expected in 11) Reading Computemion of Informational Text Personavir-Text Students analyse, make informece and draw conclusions about personavire text and provide colonical from text to support their analyses. Studies are expected to:											х										
(12) Reading/Comprehension of Informational Text Procedural Texts. Students understand how to glean and use information in accordingly texts and documents. Students are expected to:											Х										
mulyus, Students are expected to a plane and text Procedural ICES, Students understand how to gloon and our information in ICES, Students understand how to gloon and our information in ICES, Students understand how to gloon and our information in 131. Reading Mallaci Interny, Students on exceptations seek the unadopt them works in the propriets, and seased to work together in various forms to inguest remains. Students with certaints to apply surface remaindeds with greater depth in increasingly more complex propriets.			х				х			х	х		х			х	х	х	х	х	
14) Writing Writing Process. Stadents use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Stadents are expected to:								х	х												х
nets. Students are expected for 141. Writing Wining Process. Students use elements of the writing process [plenting, drilling, revising, offing, and publishing) is unspease that. Students are expected in [A) plan a first death by salecting a gene appropriate for conveying through a range of transpare (e.g., disconsists, background reading, personal interests, mistriews), and developing a thesis or controlling does.								x													
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-centrast) and building on ideas to central forward organization and coherent rises of written.								X													
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex enteneous; internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and come have been addressed;								x													
(D) of drafts for arranger mechanics and areline and								Х													
(E) revise final draft in response to feedback from peers and tracher and publish writen work for appropriate anticaces. (15) Writing Litzery Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and								Х													
their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:																					X
(A) write an imaginative story that:								X													
(i) sustains reader interest;								X													
(ii) includes well-paced action and an engaging story line; (ii) creates a specific, believable setting through the use of sensory death.								X													
(iv) develops interesting characters; and								х													
(v) uses a range of literary strategies and devices to enhance the style and tene; and								Х													
(ii) graphic elements (e.g., word position).								Х	Х												
(fb) Writing, Students write about their own experiences. Students are expected to write a personal nurraire that has a clearly defined focus and communications the importance of or nursens for actions and/or consequences. 11.10 Writing Francistors and Proceeding Term. Students write.								х	х												
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) write a multi-paragraph coasy to convey information about a topic.								X	Х												
(A) write a must-paragraph costsy to convey internation about a topic that: (i) presents effective introductions and concluding paragraphs;								X	X												
man and the second second second								Х	Х												
(ii) contains a cutarry stated purpose or controlling issue; (iii) is logically organized with appropriate facts and details and includes no extranous information or inconsistencies;								X	X												
(iv) accurately synthesizes ideas from several sources; and (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; (B) write a letter that reflects an opinion, registers a complaint, or								X	X												
transitions to link paragraphs; (B) write a letter that reflects an opinion, registers a complaint, or								X	X												
transitions to lish puragraphs. (B) write a letter that reflects no opinion, registers a complaint, or requests information in a business or fiscally context; (C) write responses to literacy or expository texts that demonstrate the writing skills for multi-puragraph coays and provide austinated evidence from the text using quotations when appropriate; and								х	X												
evidence from the text using quotations when appropriate; and								••													