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| What are the general/specific learning outcomes for Language Arts? |
| Overview:   * 1. ***Discover***   **1.1.1Express ideas and develop understanding**   * 1.1.1.1. use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests * 1.1.1.2 read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts * 1.1.1.3 engage in exploratory communication to share personal responses and develop own interpretations   **1.1.2. Experiment with language and forms**   * 1.1.2.1 experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences   **1.1.3 Express preferences**   * 1.1.3.1 assess a variety of oral, print and other media texts, and discuss preferences for particular forms   **1.1.4. Set goals**   * 1.1.4.1 assess personal language use, and revise personal goals to enhance language learning and use   1. ***Clarify and Extend:***   **1.2.1. Consider the ideas of others**   * 1.2.1.1 select from the ideas and observations of others to expand personal understanding   **1.2.2. Combine ideas**   * 1.2.2.1 use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding   **1.2.3. Extend understanding**   * 1.2.3.1 evaluate the usefulness of new ideas, techniques and texts in terms of present understanding   ***2.1. Use Strategies and cues***  **2.1.1 Use prior knowledge**   * 2.1.1.1 combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information * 2.1.1.2 apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning   **2.1.2 Use comprehension strategies**   * 2.1.2.1 identify, and explain in own words, the interrelationship of the main ideas and supporting details * 2.1.2.2 preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading * 2.1.2.3 use definitions provided in context to identify the meanings of unfamiliar words * 2.1.2.4 monitor understanding by evaluating new ideas and information in relation to known ideas and information   **2.1.3 Use text features**   * 2.1.3.1 such as charts, graphs and dictionaries, to enhance understanding of ideas and information * 2.1.3.2 identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information * 2.1.3.3 identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information   **2.1.4 Use phonics and structural analysis**   * 2.1.4.1 use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context * 2.1.4.2 integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity   **2.1.5 Use references**   * 2.1.5.1 choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts   ***2.2 Respond to Texts:***  **2.2.1 Experience various texts**   * 2.2.1.1 experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * 2.2.1.2 explain own point of view about oral, print and other media texts, make connections between own life and characters and ideas in oral, print and other media texts * 2.2.1.3 discuss common topics or themes in a variety of oral, print and other media texts * 2.2.1.4 discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose   **2.2.2 Construct meaning from texts**   * 2.2.2.1 observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community * 2.2.2.2 summarize oral, print or other media texts, indicating the connections among events, characters and settings * 2.2.2.3 identify or infer reasons for a character’s actions or feelings * 2.2.2.4 make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts * 2.2.2.5 comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text   **2.2.3 Appreciate the artistry of texts**   * 2.2.3.1 explain how metaphor, personification and synecdoche are used to create mood and mental images * 2.2.3.2 experiment with sentence patterns, imagery and exaggeration to create mood and mental images * 2.2.3.3 discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts   ***2.3******Understand Forms, Elements and Techniques:***  **2.3.1 Understand forms and genres**   * 2.3.1.1 identify key characteristics of a variety of forms or genres of oral, print and other media texts * 2.3.1.2 discuss the differences between print and other media versions of the same text   **2.3.2 Understand techniques and elements**   * 2.3.2.1 discuss the connections among plot, setting and characters in oral, print and other media texts * 2.3.2.2 identify first and third person narration, and discuss preferences with reference to familiar texts * 2.3.2.3 explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts * 2.3.2.4 identify strategies that presenters use in media texts to influence audiences   **2.3.3 Experiment with language**   * 2.3.3.1 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning   ***2.4 Create Original Text:***  **2.4.1 Generate ideas**   * 2.4.1.1 choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts   **2.4.2 Elaborate on the expression of ideas**   * 2.4.2.1 use literary devices, such as imagery and figurative language, to create particular effects   **2.4.3 Structure texts**   * 2.4.3.1 determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts * 2.4.3.2 express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose   ***3.1 Plan and Focus:***  **3.1.1 Focus attention**   * 3.1.1.1 distinguish among facts, supported inferences and opinions * 3.1.1.2 use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation   **3.1.2 Determine information needs**   * 3.1.2.1 decide on and select the information needed to support a point of view   **3.1.3 Plan to gather information**   * 3.1.3.1 develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation   ***3.2 Select and Process:***  **3.2.1 Use a variety of sources**   * 3.2.1.1 locate information to answer research questions, using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet   **3.2.2 Access information**   * 3.2.2.1 use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information * 3.2.2.2 skim, scan and read closely to gather information   **3.2.3 Evaluate sources**   * 3.2.3.1 evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria   ***3.3 Organize, Record and Evaluate:***  **3.3.1 Organize information**   * 3.3.1.1 organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence * 3.3.1.2 organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions   **3.3.2 Record information**   * 3.3.2.1 make notes on a topic, combining information from more than one source; use reference sources appropriately * 3.3.2.2 use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning * 3.3.2.3 quote information from oral, print and other media sources   **3.3.3 Evaluate information**   * 3.3.3.1 evaluate the appropriateness of information for a particular audience and purpose * 3.3.3.2 recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose   ***3.4 Share and Review:***  **3.4.1 Share ideas and information**   * 3.4.1.1 communicate ideas and information in a variety of oral, print and other media texts, such as multi paragraph reports, question and answer formats and graphs * 3.4.1.2 select appropriate visuals, print and/or other media to inform and engage the audience   **3.4.2 Review research process**   * 3.4.2.1 establish goals for enhancing research skills   ***4.1 Enhance and Improve:***  **4.1.1 Appraise own and others’ work**   * 4.1.1.1 work collaboratively to revise and enhance oral, print and other media texts * 4.1.1.2 ask for and evaluate the usefulness of feedback and assistance from peers   **4.1.2 Revise and edit**   * 4.1.2.1 revise to provide focus, expand relevant ideas and eliminate unnecessary information * 4.1.2.2 edit for appropriate verb tense and for correct pronoun references * 4.1.2.3 use paragraph structures in expository and narrative texts   **4.1.3 Enhance legibility**   * 4.1.3.1 write legibly and at a pace appropriate to context and purpose * 4.1.3.2 experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts   + 1. **Expand knowledge of language** * 4.1.4.1 show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists * 4.1.4.2 choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose   **4.1.5 Enhance artistry**   * 4.1.5.1 experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information   ***4.2 Attend to Conventions:***  **4.2.1 Attend to grammar and usage**   * 4.2.1.1 identify the use of coordinate and subordinate conjunctions to express ideas * 4.2.1.2 use complex sentence structures and a variety of sentence types in own writing * 4.2.1.3 identify comparative and superlative forms of adjectives, and use in own writing * 4.2.1.4 identify past, present and future verb tenses, and use throughout a piece of writing   **4.2.2 Attend to spelling**   * 4.2.2.1 use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns * 4.2.2.2 explain the importance of correct spellings for effective communication * 4.2.2.3 edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context   **4.2.3 Attend to capitalization and punctuation**   * 4.2.3.1 use capitalization to designate organizations and to indicate the beginning of quotations in own writing * 4.2.3.2 use commas after introductory words in sentences and when citing addresses in own writing * 4.2.3.3 identify quotation marks in passages of dialogue, and use them to assist comprehension * 4.2.3.4 use colons before lists, to separate hours and minutes, and after formal salutations in own writing * 4.2.3.5 identify parentheses and colons when reading, and use them to assist comprehension * 4.2.3.6 identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension   ***4.3 Present and Share:***  **4.3.1 Present information**   * 4.3.1.1 use various styles and forms of presentations, depending on content, audience and purpose   **4.3.2 Enhance presentation**   * 4.3.3 emphasize key ideas and information to enhance audience understanding and enjoyment   **4.3.3 Use effective oral and visual communication**   * 4.3.3.1 demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication   **4.3.4 Demonstrate attentive listening and viewing**   * 4.3.4.1 identify the tone, mood and emotion conveyed in oral and visual presentations * 4.3.4.2 respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments   ***5.1 Respect Others and Strengthen Community:***  **5.1.1 Appreciate diversity**   * 5.1.1.1compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts * 5.1.1.2 share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts   **5.1.2 Relate texts to culture**   * 5.1.2.1 identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas   **5.1.3 Celebrate accomplishments and events**   * 5.1.3.1 use appropriate language to participate in public events, occasions or traditions   **5.1.4 Use language to show respect**   * 5.1.4.1 demonstrate respect by choosing appropriate language and tone in oral, print and other media texts   ***5.2 Work within a Group:***  **5.2.1 Cooperate with others**   * 5.2.1.1 assume a variety of roles, and share responsibilities as a group member * 5.2.1.2 identify and participate in situations and projects in which group work enhances learning and results   **5.2.2 Work in groups**   * 5.2.2.1 contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative   ***5.2.3 Evaluate group process***  5.2.3.1 assess own contributions to group process, and set personal goals for working effectively with others |
| Goals: Understanding by Design |
| * Using proper sentence structure students will be able to write descriptive paragraphs, essays, stories and poetry. * Using the novel *The Breadwinner*, students will reflect on the life of another culture and life experience. |
| What are the key concepts for the Unit? |
| * Paragraphs, essays, stories, and poetry * - spelling * - simple * - complex * - Punctuation * - Adjectives * - Tenses * - editing * - beginning, middle, end * Breadwinner |

Part 3: Unit Overview and Lessons

I will cover the units: sentence structure, The Breadwinner novel study, Paragraph writing and stories, and Poetry. I will break up the novel study unit to be covered while other units are in play during the beginning, so that I can have diversity in my tools. While my Unit may be selective, I will continue to use other parts of the General learning outcomes as well.

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| **Date** | **General Learning Outcome** | | | | **Specific Learning Outcome** | | **Daily Activity** | | **Concepts** | **Time 45** |
| **First Unit** | **4.1.1 Appraise own and others’ work**   * 4.1.1.1 work collaboratively to revise and enhance oral, print and other media texts * 4.1.1.2 ask for and evaluate the usefulness of feedback and assistance from peers   ***4.2 Attend to Conventions:***  **4.2.1 Attend to grammar and usage**   * 4.2.1.1 identify the use of coordinate and subordinate conjunctions to express ideas * 4.2.1.2 use complex sentence structures and a variety of sentence types in own writing * 4.2.1.3 identify comparative and superlative forms of adjectives, and use in own writing * 4.2.1.4 identify past, present and future verb tenses, and use throughout a piece of writing   **4.2.2 Attend to spelling**   * 4.2.2.1 use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns * 4.2.2.2 explain the importance of correct spellings for effective communication * 4.2.2.3 edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context   **4.2.3 Attend to capitalization and punctuation**   * 4.2.3.1 use capitalization to designate organizations and to indicate the beginning of quotations in own writing * 4.2.3.2 use commas after introductory words in sentences and when citing addresses in own writing * 4.2.3.3 identify quotation marks in passages of dialogue, and use them to assist comprehension * 4.2.3.4 use colons before lists, to separate hours and minutes, and after formal salutations in own writing * 4.2.3.5 identify parentheses and colons when reading, and use them to assist comprehension * 4.2.3.6 identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension | | | | | | | | | |
| Aug 31  Mon. |  | |  | | | Name Tag Introductions  Classroom Set | | |  | 45 |
| Sep 1  Tues. | 5.1.1  4.2.2  4.2.3  2.2.1 & 5.2.1  5.1.1  5.2.2  4.1.1 | | 4.2.2.1  4.2.3.1  2.2.1.1 & 5.2.1.1  5.1.1.1 & 5.2.2.2  4.1.1.1 & 4.1.1.2 | | | Introduction  5 Dictionary words-Look up  Mini lesson-caps & periods  Partner Read (pairs)- Survey, pg 44, ch 15 | | | Use resources  Caps & periods  Choose Text | 5m  10m  15m  20 m |
| Sep 2  Wed. | 5.1.1  4.2.2 & 4.2.3  2.2.1  5.2.1 & 5.2.2  4.1.1 | | 5.1.1  4.2.2.1 & 4.2.3.1  2.2.1.1  5.2.1.1 & 5.2.2.1  4.1.1.1 & 4.1.1.2 | | | Introduction  5 Dictionary words- S. Sent.  Read Aloud— Parvana’s Gift  Think Pair Share-Connections | | | Caps & Periods  Multiple Texts  Connections | 5 m  10 m  20m  10m |
| Sep 3  Thur. | 5.1.1  4.2.2 & 4.2.3  4.2.1  5.2.1& 5.2.2 & 2.2.1 | | 5.1.1  4.2.2.1 & 4.2.3.1  4.2.1.1  2.2.1.4 | | | Introduction  5 Dictionary words- S. Sent.  Mini Lesson- Coordinate  Conjunction  Group Read-Susan Aglukarkark | | | Caps & Periods  (yet, but, and ,so)  Illust. /author | 5 m  10 m  15 m  20 m |
| Sep 4  Fri. | 5.1.1  4.2.1 & 4.2.2 & 4.2.3  4.3.1 | | 5.1.1  4.2.1.1 & 4.2.2.1 & 4.2.3.1  4.3.1.1 | | | Introduction  5 Word & Sentence Quiz  Book Talk | | |  | 5 m  15-20 m  20 m |
| Sep. 7  Mon. | Holiday | |  | | |  | | |  |  |
| Sep. 8  Tues. | 5.1.1  4.2.1 & 4.2.2  2.2.1  4.2.2 | | 5.1.1  4.2.1.1 & 4.2.2.2  2.2.1.1  4.2.2.1 | | | Introduction  5 Dictionary words-   * Look Up/ C. C. Sentence   Library: Silent Read?  10 Min. Mini Lesson- Subordinate Conjonction | | | their/there/ etc.  C. Conjunctions | 5 m  10 m  35 m |
| Sep. 9  Wed. | 5.1.1  4.2.1 & 4.2.2  2.2.1 | | 5.1.1  4.2.1.1 & 4.2.2.1  2.2.1.1 | | | Introduction  5 Dictionary words- Sentence  Read Aloud- Making Predictions | | | S. Conjunctive  Breadwinner | 5m  10m  15m  20m |
| Sep. 10  Thurs. | 5.1.1  4.2.1 & 4.2.2  4.2.2  5.2.1 & 5.2.2 & 2.2.1 & 2.2.2 | | 5.1.1  4.2.1.1 & 4.2.2.1  4.2.2.2  5.2.1.1 & 5.2.21 & 2.2.2.1 | | | Introduction  5 Dictionary words- Sentence  10 m Mini Lesson- C. Sentence  Group Reading- Wayne Gretzky 14 &18 | | | S. Conjunctive  Complex Sen. | 5m  10m  15m  20m |
| Sep. 11  Fri. | 5.1.1  4.2.1 & 4.2.2 & 4.2.3  4.3.1 | | 5.1.1  4.2.1.1 & 4.2.2.1 & 4.2.3.1  4.3.1.1 | | | Introductions  5 Word and Sentence Quiz  Book Talks | | | Summative  Pres. /Oral | 5m  15m  30 m |
| Sep. 14  Mon. | 5.1.1  4.2.1 & 4.2.2  2.2.1 | | 5.1.1  4.2.1.2 & 4.2.2.2  2.2.1.1 | | | Introduction  5 Dictionary words- Look Up/C. Sentence  Library- Silent Read | | | Complex Sen.  Explore Text | 5 m  10 m  30 m |
| Sep. 15  Tues. | 5.1.1  4.2.1  4.2.1  2.2.1 & 5.2.1 & 5.2.2 & 3.2.2 | | 5.1.1  4.2.1.2  4.2.1.3  2.2.1.3 & 5.2.1.1 & 5.2.1.2 & 5.2.2.1 & 3.2.2.2 | | | Introduction  5 Dictionary words- Sentence  10 m Mini Lesson- adjectives  Partner Read- Compare texts | | | Complex Sen.  Com/super adj.  Explore Texts | 5 m  10 m  15 m  20 m |
| Sep. 16  Wed. | 5.1.1  4.2.1  2.2.2 | | 5.1.1  4.2.1.3  2.2.2.1 & etc. | | | Introduction  5 Dictionary words- Sentence  Read Aloud | | | Comparative Adj.  Breadwinner | 5 m  15 m  30 m |
| Sep. 17  Thur. | 5.1.1  4.2.1  4.2.1  5.2.1 & 5.2.2 & 2.2.1 & 2.2.2 | | 5.1.1  4.2.1.3  4.2.1.4  5.2.1 & 5.2.2 & 2.2.1.2 & 2.2.2.2 | | | Introduction  5 Word and Sentence Quiz  10 m Mini Lesson- SimpleTense  Group Read-Autobiography Guttenberg | | | Complex/comp.  Past and Present  Explore Text | 5 m  15m  15m  20m |
| Sep. 18  Fri. | PLC Day- No school | |  | | |  | | |  |  |
| Sep. 21  Mon. | 5.1.1  4.2.1 & 4.2.2  2.2.1 | | 5.1.1  4.2.1.4 & 4.2.2.2  2.2.1.1 | | | Introduction  5 Dictionary Words-Look Up/ Simple/Perfect/continuous tense  Library- Silent read | | | Past and Present  Explore Text | 5 m  10 m  30 m |
| Sep. 22  Tues. | 5.1.1  4.2.1 & 4.2.2  4.2.3  2.2.1 | | 5.1.1  4.2.1.4 & 4.2.2.2  4.2.3.3 & 4.2.3.6 | | | Introduction  5 Dictionary words- Sentence  10 m Mini Lesson- Quotations & Ellipses  Partner Read- Breadwinner | | | Past and Present  Past & Present  Character dev. | 5 m  10 m  15 m  20 m |
| Sep. 23  Wed. | 5.1.1  4.21 & 4.2.2  2.2.2 | | 5.1.1  4.2.3.3 & 4.2.3.6  2.2.2.1 & 2.2.2.3 | | | Introduction  5 Dictionary words- Sentence  Read Aloud | | | Quotations  Breadwinner | 5 m  10 m  30 m |
| Sep. 24  Thurs. | 5.1.1  4.2.1 & 4.2.2  4.2.3  5.2.1 & 5.2.2 & 2.2.1 | | 4.2.3.3 & 4.2.3.6  4.2.3.2 & 4.2.3.4 | | | Introduction  5 Dictionary words- Sentence  10 min Mini Lesson- Semi Colons and Commas  Group Read- FNMI Trickster | | | Quotations  -Future | 5 m  10 m  15 m  20 m |
| Sep. 25  Fri. | 5.1.1  4.2.1 &4. 2.2  2.4.3 | | 5.1.1  4.2.1.1 & 4.2.2.2 & 4.2.2.3 | | | Introduction  5 Word and Sentence Quiz  Blog | | | Past and present  Writing | 5 m  15 m  25 m |
| Sep. 28  Mon | 5.1.1  4.2.2 & 4.2.3  2.2.1 | | 4.2.2.2 &  2.2.1.1 | | | Introduction  5 Dictionary word- Look up  Library- Silent read | | | Future  Explore Text | 5 m  10 m  30 m |
| Sep. 29  Tues. | 5.1.1  4.2.1 & 4.2.2 & 4.2.3  4.2.3  2.2.1 | | 4.2.1.1 & 4.2.2.2 & 4.2.3.2 & 4.2.3.4  4.2.3.5  2.2.1.1 | | | Introduction  5 Dictionary word- Sentence  10 min Mini Lesson- Parentheses & colons  Partner Read: | | | Future Tense  Quotations  Explore | 5 m  10 m  15 m  15 m |
| New unit | ***2.2 Respond to Texts:***  **2.2.1 Experience various texts**   * 2.2.1.1 experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * 2.2.1.2 explain own point of view about oral, print and other media texts, make connections between own life and characters and ideas in oral, print and other media texts * 2.2.1.3 discuss common topics or themes in a variety of oral, print and other media texts * 2.2.1.4 discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose   **2.2.2 Construct meaning from texts**   * 2.2.2.1 observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community * 2.2.2.2 summarize oral, print or other media texts, indicating the connections among events, characters and settings * 2.2.2.3 identify or infer reasons for a character’s actions or feelings * 2.2.2.4 make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts * 2.2.2.5 comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text   **2.2.3 Appreciate the artistry of texts**   * 2.2.3.1 explain how metaphor, personification and synecdoche are used to create mood and mental images * 2.2.3.2 experiment with sentence patterns, imagery and exaggeration to create mood and mental images * 2.2.3.3 discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts | | | | | | | | | |
| Sep. 30  Wed. | 5.1.1  4.2 Sentence unit  2.2.1 & 2.2.2 | | | | 2.2.1.2 & 2.2.2.1 | | Introduction  5 Dictionary words- Sentence  Read aloud: Breadwinner Ch 5 | | Quotations  Girls, Education, and Feminism | 5 m  10 m  30 m |
| Oct. 1  Thur. | 5.1.1  4.2 Sentence unit  4.2 Sentence unit  4.2.3 | | | | 4.2.3.1 | | Introduction  5 Dictionary words- Sentence  10 min Mini lesson- Review/buffer  Group Read: breadwinner ch 6 | |  |  |
| Oct. 2  Fri. | 5.1.1  4.2 Sentence unit  2.4.3  3.1.2.1  3.1.3.1 | | | | 4.2.1.1  4.2.2.2  2.4.3.1  3.1.2.1  3.1.3.1 | | Introduction  5 Word and Sentence Quiz  Book Talk/Blog | |  |  |
| Oct. 5 Mon. | 5.1.1  4.2  2.4.1 | | | | 2.4.1.1 | | Introduction  5 Word and Sentence: Look up  Silent Read | |  |  |
| Oct. 6 Tues. | 5.1.1  4.2  4.2 | | | |  | | Introduction  5 Word and Sentences  10 Min. Mini Lesson: Review  Partner Read: | |  |  |
| Oct. 7 Wed. | 5.1.1  4.2  2.4.3 | | | | 2.4.3.1 | | Introduction  5 Word and Sentences  Read aloud: The Breadwinner ch 6 | |  |  |
| Oct. 8 Thur. |  | | | |  | | Grade 6 Field Trip Science Center | |  |  |
| Oct. 9  Fri. | 5.1.1  4.2  2.4.3  3.1.2  3.1.3 | | | | 4.2.1.1  4.2.2.2  2.4.3.1  3.1.2.1  3.1.3.1 | | Introduction  5 Word and Sentences  Book Blogs/talks | |  |  |
| Oct. 12 Mon | Thanksgiving | | | |  | |  | |  |  |
| Paragraph Unit | ***3.1 Plan and Focus:***  **3.1.1 Focus attention**   * 3.1.1.1 distinguish among facts, supported inferences and opinions * 3.1.1.2 use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation   **3.1.2 Determine information needs**   * 3.1.2.1 decide on and select the information needed to support a point of view   **3.1.3 Plan to gather information**   * 3.1.3.1 develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation   **3.3**  **3.3.1 Organize information**   * 3.3.1.1 organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence * 3.3.1.2 organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions | | | | | | | | | |
| Oct. 13 Tues. | 5.1.1  4.2  3.1.1 | 3.1.1.1 & 3.1.1.2 | | Introduction  5 Word and Sentence: Look up  10 min. Mini Lesson: Review  Partner read: | | | | Facts/Relevance | |  |
| Oct. 14 Wed | 5.1.1  4.2 |  | | Introduction  5 Word and Sentence  Read Aloud: Breadwinner ch 7 | | | |  | |  |
| Oct. 15 Thur. | 5.1.1  4.2  3.1.2 | 3.1.2.1 | | Introduction  5 Word and Sentence  10 min. Mini Lesson: Unit Final  Group read: | | | | Information to a point of view | |  |
| Oct. 16 Fri. | 5.1.1  4.2  3.1.2  3.1.3 | 4.2.1.1  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  5 Word and Sentence  Book talk/blog | | | |  | |  |
| Oct. 19 Mon. | 5.1.1  4.2 |  | | Introduction  3 Word and Sentence: Look up  10 Min mini lesson: Review the Unit final | | | |  | |  |
| Oct. 20 Tues | 5.1.1  4.2  3.1.2  3.1.3 | 3.1.2.1  3.1.3.1 | | Introduction  5 Word and Sentence  10 min Mini Lesson: Bullets and note taking  Partner Read: Breadwinner | | | | Beginning middle end | |  |
| Oct. 21 Wed | 4.2.1  4.2.2  2.2.1 | 4.2.1.1  4.2.2.2  2.2.1.1  2.2.1.4 | | Introduction :3 Word and Sentence  Read aloud: Breadwinner chapter 9-10 | | | |  | |  |
| Oct. 22 Thur. | 5.1.1 |  | | Dare to Care | | | |  | |  |
| Oct. 23 Fri | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  3 Word and Sentence: quiz  Book Talk/Blog | | | |  | |  |
| Oct. 26 Mon. | 5.1.1  4.2  3.1.1 | 3.1.1.1  3.1.1.2 | | Introduction  3 Word and Sentence: Look Up  10 min mini lesson: Bullets/ point of view  Silent read chapter 11 | | | | Building a paragraph/point of view | |  |
| Oct. 27 Tues | **4.2.1**  **4.2.2**  **3.1.1**  **3.1.2**  **3.1.3**  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.1.1  3.1.1.2  3.1.2.1  3.1.3.1  2.2.2.3 | | Introduction  3 Word and Sentence  10 min Mini Lesson: Paragraph: topic, support, end --- Write a paragraph to Dare to Care  Partner read: chapter 12 | | | | Building a paragraph/point of view | |  |
| Oct. 28 Wed. | 4.2.1  4.2.2  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.2.3  2.2.2.4 | | Introduction  3 Word and Sentence  Read aloud: Breadwinner chap 13-15, Journal Prompt | | | |  | |  |
| Oct. 29 Thur. | 4.2.1  4.2.2  2.2.1  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.1.3  2.2.1.4  2.2.2.1  2.2.2.4  2.2.2.5 | | Introduction  3 Word and Sentence  10 min Mini Lesson: Remembrance day Paragraph  Group Read: Breadwinner Presentations | | | |  | |  |
| Oct. 30 Fri. | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  3 Word and Sentence Quiz  Book Talk/blog | | | |  | |  |
| Nov. 2 Mon. | 4.2.1  4.2.2  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.2.4 | | Introduction  3 Word and Sentence: look up  Breadwinner chap Catch up: Journal prompt (paragraph) | | | |  | |  |
|  | **2.3.2 Understand techniques and elements**   * 2.3.2.1 discuss the connections among plot, setting and characters in oral, print and other media texts * 2.3.2.2 identify first and third person narration, and discuss preferences with reference to familiar texts * 2.3.2.3 explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts * 2.3.2.4 identify strategies that presenters use in media texts to influence audiences   **2.3.3 Experiment with language**   * 2.3.3.1 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning   ***2.4 Create Original Text:***  **2.4.1 Generate ideas**   * 2.4.1.1 choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts   **2.4.2 Elaborate on the expression of ideas**   * 2.4.2.1 use literary devices, such as imagery and figurative language, to create particular effects   **2.4.3 Structure texts**   * 2.4.3.1 determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts * 2.4.3.2 express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose   **4.1.1 Appraise own and others’ work**   * 4.1.1.1 work collaboratively to revise and enhance oral, print and other media texts * 4.1.1.2 ask for and evaluate the usefulness of feedback and assistance from peers | | | | | | | | | |
| Nov. 3 Tues. | 4.2.1  4.2.2  3.3.2  3.3.1  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1 | | Introduction  3 Word and Sentence  10 Min Mini Lesson: Story Map:  Partner Read: Breadwinner story map | | | |  | |  |
| Nov. 4 Wed. | 4.2.1  4.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2 | | Introduction  3 Word and Sentence  Star Reader | | | |  | |  |
| Nov. 5  Thur. | 4.2.1  4.2.2  3.3.2  3.3.1  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1 | | Introduction  3 Sentences:  10 min mini lesson: Review Story Map  Finish story map with partner | | | |  | |  |
| Nov. 6 Fri. | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  3 Sentence quiz  Blog | | | |  | |  |
| Nov. 9 Mon. | 4.2.1  4.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2 | | Introduction  2 word look up  Silent read the Breadwinner: Finish  Catch up on assignments | | | |  | |  |
| Nov. 10 Tues | 4.2.1  4.2.2  2.3.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.3.2.1 | | Introduction  2 sentences  Make connections: Read The Road to Afghanistan and make a connection paragraph to the Breadwinner | | | |  | |  |
| Nov. 11 Wed. |  |  | | Remembrance Day | | | |  | |  |
| Nov. 12 Thurs. |  |  | | PD day | | | |  | |  |
| Nov. 13 Fri. |  |  | | PLC day | | | |  | |  |
| Nov. 16 mon | 4.2.1  4.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1 | | Introduction  4 words : complex sentences  10 min mini lesson: Review story map  Make a story map about nature | | | |  | |  |
| Nov. 17 | 4.2.1  4.2.2  2.2.3  3.3.1  3.1.3  2.4.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1  2.4.3.1 | | Introduction  4 Sentences  Start story | | | |  | |  |
| Nov. 18 Wed. | 4.2.1  4.2.2  2.2.3  3.3.1  3.1.3  2.4.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1  2.4.3.1 | | Introduction  4 sentences  Finish Story | | | |  | |  |
| Nov. 19 Thurs. | 4.2.1  4.2.2  2.2.3  3.3.1  3.1.3  2.4.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.3.2.2  3.3.1.3  3.1.3.1  2.4.3.1 | | Introduction  4 sentence  Finish Story-Hand in | | | |  | |  |
| Nov. 20 Fri. | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  Quiz  Blog | | | |  | |  |
| Nov. 23 Mon. | 4.2.1  4.2.2  2.2.1  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.1.3  2.2.1.4  2.2.2.1  2.2.2.4  2.2.2.5 | | Introduction  4 words :Look up and sentences  Finish Breadwinner Presentation | | | |  | |  |
| Nov. 24 Tues. | 4.2.1  4.2.2.  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.2.2 | | Introduction  4 words :Look up and sentences  Finish Breadwinner Book Mobile | | | |  | |  |
| Nov. 25 Wed. | 4.2.1  4.2.2  2.2.1  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.1.3  2.2.1.4  2.2.2.1  2.2.2.4  2.2.2.5 | | Introduction  4 sentences  Finish Up anything left behind | | | |  | |  |
| Nov. 26  Thur. | 4.2.1  4.2.2  2.2.1  2.2.2 | 4.2.1.1  4.2.1.2  4.2.2.2  2.2.1.3  2.2.1.4  2.2.2.1  2.2.2.4  2.2.2.5 | | Introduction  4 sentences  Class Presentation | | | |  | |  |
| Nov. 27 Fri. | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  Quiz  Blog | | | |  | |  |
|  | ***2.2 Respond to Texts:***  **2.2.1 Experience various texts**   * 2.2.1.1 experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances * 2.2.1.2 explain own point of view about oral, print and other media texts, make connections between own life and characters and ideas in oral, print and other media texts * 2.2.1.3 discuss common topics or themes in a variety of oral, print and other media texts * 2.2.1.4 discuss the author’s, illustrator’s, storyteller’s or filmmaker’s intention or purpose   **2.2.3 Appreciate the artistry of texts**   * 2.2.3.1 explain how metaphor, personification and synecdoche are used to create mood and mental images * 2.2.3.2 experiment with sentence patterns, imagery and exaggeration to create mood and mental images * 2.2.3.3 discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts   **2.3**  **2.3.1 Understand forms and genres**   * 2.3.1.1 identify key characteristics of a variety of forms or genres of oral, print and other media texts   **2.3.3 Experiment with language**   * 2.3.3.1 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning | | | | | | | | | |
| Nov. 30 | 2.2.1  2.2.3 | 2.2.1.1  2.2.3.1  2.2.3.2 | | Introduction  4 words Look Up  Poetry: What do we know about poetry  Silent Read | | | |  | |  |
| Dec. 1 Tues | 2.2.1  2.2.3 | 2.2.1.2  2.2.1.3  2.2.1.4  2.2.3.1 | | Introduction  4 words/ 3 Sentences  10 min Mini Lesson: Words of the Week  Making Connection Shayne K. Look for desriptions | | | |  | |  |
| Dec. 2 Wed. | 2.2.1 | 2.2.1.1  2.2.1.4 | | Introduction  3 Sentences  Star Reader  Crazy Man: Prediction drawing, What is the purpose | | | |  | |  |
| Dec. 3 Thur. | 2.2.1  2.2.3 | 2.2.1.1  2.2.1.4  2.2.3.1 | | Introduction  3 Sentences  Crazy Man Look for the description, take notice of lack of quotations | | | |  | |  |
| Dec. 4 Frid | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  3 Sentence Quiz  Blog | | | |  | |  |
| Dec. 7 Mon. | 2.2.3  2.3.1 | 2.2.3.1  2.2.3.2  2.3.1.1 | | Introduction  4 Word Look up  Autobiography poem (10 lines) | | | |  | |  |
| Dec. 8 Tues | 2.2.1  2.2.3  2.3.1 | 2.2.1.1  2.2.1.4  2.2.3.1  2.2.3.2  2.3.1.1 | | Introduction  Crazy Man,  Autobiography poem Final draft | | | |  | |  |
| Dec. 9 Fri | 4.2.1  4.2.2  3.1.2  3.1.3 | 4.2.1.1  4.2.1.2  4.2.2.2  3.1.2.1  3.1.3.1 | | Introduction  Quiz  Blog Hand in | | | |  | |  |
| Dec 12  Mon | 2.2.1  2.2.3  2.3.1 | 2.2.1.1  2.2.1.4  2.2.3.1  2.2.3.2  2.3.1.1 | | Introduction  10 Min Mini Lesson: Couplet/Haiku  Journal write | | | |  | |  |
| Dec. 13  Tues. | 2.2.1 | 2.2.1.1  2.2.1.4 | | Introduction  Crazy Man | | | |  | |  |
|  | * 2.3.1.2 discuss the differences between print and other media versions of the same text | | | | | | | | | |
| Dec. 14 Wed. | 2.3.1 | 2.3.1.2 | | Movie/Comparison | | | |  | |  |
| Dec. 15 Thur. | 2.3.1 | 2.3.1.2 | | Movie/Comparison | | | |  | |  |
| Dec. 16 Fri. | 2.3.1 | 2.3.1.2 | | Movie/Comparison | | | |  | |  |
|  |  |  | |  | | | |  | |  |