

Teaching Unit: **Expository Writing**

Essential Understandings

Teaching Unit: **Topic Development**

Essential Understandings

A paragraph contains a topic sentence and supporting details.

A topic may require multiple paragraphs to accurately and thoroughly explain it.

Teaching Unit: **Latin and Greek roots, prefixes, suffixes**

Essential Understandings

We can learn challenging words in reading by understanding Latin and Greek word origins, prefix and suffix meanings

Words evolve through changes in history, culture and society . Our language is constantly changing due to technological, social and cultural implications.

Sub Topic: **How-To Essay**

Knowledge and Skills

Sub Topic:

Knowledge and Skills

Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions:

- * Write stories with a developed character(s), setting, plot, conclusion and resolution.
- * Write pieces that use structures appropriate to audience and purpose.
- * Write pieces that identify a clear topic and support that topic in a relevant and thorough manner.
- * Write using descriptive language to clarify, enhance and develop ideas.

Sub Topic: **word attack skills**

Knowledge and Skills

There are similarities among words with common Latin or Greek roots/prefixes/suffixes: Words with similar prefixes, suffixes and roots have common meanings based on key concepts: ex) telephone, telegraph, television, telescope: each word containing "tele" has a basic meaning where information is gathered from a distant place, (tele: meaning distant or far).

Word definitions or rules reflect what Greek and Latin roots/suffixes/prefixes mean.

New words evolve continually depending on use and semantics. Technology has had an enormous impact on the development of new words and concepts in the 20th and 21st centuries.

Teaching Unit: ***Written Composition***

Essential Understandings

A composition includes an introduction, a series of paragraphs and a conclusion that informs, persuades or explains a topic, idea or concept.

Composition includes reports, essays, letters, stories, novels, anecdotes, etc.

Sub Topic:

Knowledge and Skills

Students organize writing in appropriate paragraphs according to main idea of topic sentence.

Students will understand that a topic sentence for a paragraph may appear at the beginning, middle or end of a paragraph.

Students understand that when writing conversation, a new paragraph is begun with each speaker change.

Students will write essays.

Students will write book reports.

Students will write responses to literature showing connections to other literature, self and world.

Students will write a research report using MLA Format

Students will write using correct English grammar.

Teaching Unit: ***Non-fiction***

Essential Understandings

Nonfiction provides readers with a variety of information in various formats.

Nonfiction is only one piece of the informational text genre

Nonfiction text features such as titles, subtitles, pictures, captions, sidebars, special type/size, etc. help readers preview the reading and set a purpose for reading.

Nonfiction text structures help the reader understand how the information is organized and help determine the author's purpose for writing.

Sub Topic: ***Reading Informational Text***

Knowledge and Skills

Students use a variety of strategies to understand non-fiction text such as:

1 reference books: Titles, subtitles, pictures, captions, bold-faced words, Tables of Contents, and other features provide valuable information about a topic.

2 articles: Magazine, newspaper, and other forms of articles provide factual information and author's point of view

3 biographies and autobiographies: Provide factual information about people living or dead, as well as author point of view

4 letters: Primary resources often describing events as they occur or are witnessed

5 journals and diaries: Primary resources: Describe events in history or daily life as they occur.

6 dictionary and thesaurus: Explore word meanings through definition, example, pronunciation, word origin

Students will understand the difference between primary and secondary sources. Primary sources are directly from the source of information or event: often found in interviews, letters, diaries, journals, field research. Secondary sources are informational sources that analyze the event. These sources often use several primary sources and compile the information.

Students will use non-fiction text features such as titles, subtitles, headings, pictures, captions, glossary, index, table of contents, maps, charts, graphs, close-ups, cross sections, etc. to preview informational text reading.

Students will identify and analyze the organizational structure of informational text to determine the author's purpose and main ideas of the text. Structures include: Descriptive, chronological, comparison, cause and effect, and problem/solution.

Teaching Unit: ***Contemporary Novel***

Essential Understandings

Literature provides readers with a vehicle for self reflection of live's events and challenges.

Authors choose words to convey ideas accurately for different audiences and purposes.

Authors use literary devices to transmit information, description and suspense effectively.

Authors describe universal life lessons of theme through plot and character development.

Sub Topic:

Knowledge and Skills

.Students will know the elements of a novel including setting, character development, plot, theme and point of view.

Students will realize that a novel is a more in-depth piece of writing than a short story with a deeper and, perhaps, multiple plot lines.

Students will choose meaningful statements and explain the significance to the character(s) in the novel and/or make a connection to self.

Students will understand the point of view and author purpose of text by responding to reading prompts through the voice of the main character.

Students will develop a clearly focused essay of their personal beliefs and values, followed by a similar essay describing the beliefs and values of the main character of a novel.

Teaching Unit: ***Expository Essay***

Essential Understandings

The essay is a specific compositon involving a thesis statement with detailed support based on research and/or personal experience.

Sub Topic:

Knowledge and Skills

Students will know the basic elements of the standard essay format:

1. Introduction containing thesis statement
 2. Order of body paragraphs
 3. Conclusion containing a restated thesis statement
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Teaching Unit: ***Short Story***

Essential Understandings

Literature provides access to various examples of literary devices.

Short stories act as mentor texts for teaching story elements which are universal.

Authors choose words to convey ideas accurately for different audiences and purposes.

Authors use literary devices to transmit information, description and suspense effectively.

Teaching Unit: ***Medieval Literature***

Essential Understandings

1) Literature can be used to illustrate different cultures, periods of history and societies of people, past and present.

2) The setting (time and place) of medieval literature gives the reader a realistic look into an ancient world. The setting of Medieval Europe helps us understand how people lived; why feudalism was the structure of Medieval society and how things changed over time.

Sub Topic: ***Medieval tales and ballads***

Knowledge and Skills

Students will understand the elements of a short story including setting, plot, character development, theme and point of view.

Students realize that a short story is a snapshot of experiences in the lives of fictional characters.

Sub Topic:

Knowledge and Skills

Read selected medieval novel in literature circle process

The setting of text includes location and time: specific clues within the setting are used to describe how medieval characters lived.

The setting of text includes specific clues: daily life, clothing, homes, jobs, food, recreation, education, religion, etc. to establish a realistic environment.

Authors must research historical time periods in order to develop effective historical pieces.

Vocabulary and language is often specific to historical time periods. The language must be incorporated into the text to build a believable setting: feudalism, fief, serf, vassal, knight, lords, siege, etc.

Teaching Unit: ***Descriptive Writing***

Essential Understandings

Carefully crafted sensory and figurative phrases paint a picture for a reader. writers choose words to convey ideas accurately for different audiences and purposes

Writers use literary devices to transmit information, description and suspense effectively.

Writers use vivid sensory details-details appealing to one or more of the five senses.

Successful descriptions allow the reader to see, in his or her imagination, what the writer has experienced in life.

Writer's use details to help readers make inferences as to feelings about the person, place, or object being described.

Details can give different types of writing its particular "flavor" and often allow the reader to draw conclusions.

Sub Topic:

Knowledge and Skills

Students will employ sensory expression and figurative imagery to write descriptively.

Capitalize correctly

Punctuate correctly at the end of sentences

Use standard comma rules correctly

Use traits with evidence to show a character's personality

Topic sentence with supporting details

Use of the apostrophe

Kinds of Sentences

Simple Sentence

Compound Sentence

Correct comma usage.

Introductions act as a bridge to entice the reader to want to travel deeper into the story. Use an attention grabber and pay special attention to the first sentence. Remember, a juicy introduction SCREAMS "read more!!!"

Teaching Unit: ***Oral Presentation***

Essential Understandings

Oral presentations are used to convey information using a variety of strategies of address such as eye-contact, hand gestures, voice, modulation, changes in rhythm to engage the audience.

Oral presentations usually have visuals to clarify ideas being presented.

Oral presentations are written differently than other compositions.

Sub Topic:

Knowledge and Skills

Students will deliver oral presentations where they use hand gestures, visuals, and eye contact with their audience.

Students will determine visuals that augment their presentations.

Students will create written versions of their presentations in a format that is easy to follow using bullets and large print.

Students will use correct English.

Teaching Unit: ***Independent Reading***

Essential Understandings

Students need to build reading fluency, comprehension and a lifelong interest in reading in order to be successful in all academic areas in school.

Quantity matters. Students who read 30 - 50 different texts per year are able to maintain their achievement levels each year, while students who do not read lose ground.

Sub Topic:

Knowledge and Skills

Students need to know how to select books that are appropriate for independent reading.

Students need to know how to write an annotation of a book instead of retelling the story.

Students need to write regular book annotations/reviews to a wide audience of their peers to share their reading experiences.

Teaching Unit: ***Why Write?***

Essential Understandings

We write to communicate what we think, what we know, and how we feel. We use tools and resources around us to help us become better writers.

Sub Topic: ***Using resources to become better***

Knowledge and Skills

Students should know why we write and why it's important. Students recognize traits of writing.

Teaching Unit: **Research Report**

Essential Understandings

Research is reading to learn and drawing meaningful conclusions from what has been learned.

Writers choose words to convey ideas accurately for audiences and purposes.

Primary sources are first-hand knowledge from “experts” often gained through interviews.

Determining the credibility and reliability of a source is an important element to research.

Reading informational text requires different reading strategies than reading narrative texts.

Note-taking that does not involve plagiarism requires paraphrasing, summarizing and citation of works used

Sub Topic:

Knowledge and Skills

Students will understand the elements of a research report including:

Topic and subtopic

Note taking

Organization of information

Parenthetical Citations

Work Cited list

Plagiarism

Modern Language Association Format

Conclusions drawn from research involve connections to today, comparisons and contrasts and/or effects on culture or society.

Use correct grammar

Teaching Unit: **Service Learning**

Essential Understandings

* Positive, meaningful and real to the participants.

* Involves cooperative, rather than competitive experiences.

* Increased sense of self-efficacy, as young people learn that they can impact real social challenges, problems, and needs.

*Enhanced civic engagement attitudes, skills, and behaviors.

Sub Topic:

Knowledge and Skills

Identify, demonstrate, analyze, and evaluate self-knowledge related to interests, skills, work, and school.

Analyze experiences that lead to success in school, work, and community.

Have an understanding of the relationship between education and work.

The ability to analyze successful strategies for effective decision making.

Teaching Unit:

Essential Understandings

Words are chosen to convey ideas accurately for different audiences and purposes.

Authors use various devices for transmission of information, description, and suspense effectively.

Teaching Unit: ***Narrative Writing***

Essential Understandings

Autobiographical writing tells the story of an event, period, or person in the writer's life. By writing autobiographically you can share part of your life with others. You can also learn more about yourselves.

Sub Topic:

Knowledge and Skills

Students will use specific nouns and more descriptive verbs in writing and speaking.

Students will replace overused words with other word choices.

Students will use adjectives, adverbs and pronouns correctly

Students will identify and use sensory language and figurative imagery.

Sub Topic: ***Autobiographical Writing***

Knowledge and Skills

Narrative Writing-autobiographical writing.

When you begin writing, Your title serves your needs. It points you in a direction. In the final draft, the title should serve the reader.

Engaging writers should be able to prepare proper paragraphs. A paragraph should begin with a topic sentence. The first word in the first sentence should be indented. The next two or three sentences should elaborate on your topic sentence (main idea). The final sentence should recap the topic sentence.

The sentence is the basic building block of a paragraph. By controlling the length and structure of sentences, writers can improve the variety and interest of each paragraph. One way to develop control is to practice sentence combining.

Learning to write succinctly is an important skill for writers. A writer must be "passion hot, critic cold." They carefully reread the writing and ask, "Do I need this?" If not, the unnecessary text should be cut.
