

	September	October/November	Dec./January	February/March
READING and VOCABULARY	<p>Theme- Courage Finishing up summer</p> <p><i>Mrs. Frisby and the Rats of NIMH</i>- Robert C. O'Brien Fiction "Satchel Paige" Lesa Cline Ransome biography <i>Jackie Robinson</i> (Jamestown Series) non-fiction</p>	<p>Theme- Courage, Facing Prejudice, Friendship, Starting Over</p> <p><i>Wonder</i> by R.J. Palacio fiction</p>	<p>Theme- Courage, Facing Prejudice, Friendship</p> <p><i>Freak the Mighty</i> by Rodman Philbrick Fiction</p>	<p>Theme- Immigration, When to Follow the Crowd or When to make your own decisions</p> <p>"Shutting Out the Sky" by Deborah Hopkinson expository non-fiction "Inside Out" by Francisco Jimenez realistic fiction "The Road Less Traveled" Robert Frost poetry "Passage to Freedom" Ken Mochizuki biography</p>
WRITING and GRAMMAR	<p>Vocabulary Workshop lessons 1-4 Root of the Week (ana, bi, calc, ep/i)</p> <p>Sequence events (90-91) Finding the Main Idea Making Inferences (Jamestown 33-35) Research on a historical person. Prepositions (428-433) Interjections 434-436) Argument vs. Evidence step 1</p>	<p>Vocabulary Workshop lessons 5-11 Root of the Week (gram, de, the, sum, rid, Hell/o,)</p> <p>Narrative Writing PARCC Character Analysis- STEAL Chart Dynamic vs. stagnant Themes/Precepts Point of View Dialogue journal-biweekly Order adjectives Progressive verb tenses (186-187) Argument vs. Evidence step 2-3</p>	<p>Vocabulary Workshop lessons 12-14 Root of the Week (derm, un, semi, tri, fore, cert)</p> <p>Literary Analysis PARCC Prep Plot organizer: rising action/turning point/falling action/ resolution of conflict Dialogue journal-biweekly Punctuation in Dialogue (424-425) Take 5th grade Diagnostic Argument vs. Evidence step 4-5</p>	<p>Vocabulary Workshop lessons 15-16 Wordly Wise lesson 1-6 Root of the Week (Ex, voc, retro, quart, sphere, geo, du,)</p> <p>Research Writing PARCC Prep Cause and Effect (112-113) Compare and Contrast (142-143)</p> <p>Dialogue journal-biweekly Review 5th grade grammar Based on test results Argument vs. Evidence step 6</p>
SPEAKING/ LISTENING	<p>Active Listening Oral Presentation (Biography Day) Paraphrasing/Retelling</p>	<p>Active Listening Paraphrasing/Retelling Class Presentation (precept) Socratic seminar- intro</p>	<p>Active Listening Paraphrasing/Retelling Socratic Seminar</p>	<p>Active Listening Paraphrasing/Retelling Socratic Seminar</p>
TEST PREP	<p>Open ended response Answer elimination ELA common core skill review Vocabulary in Context Annotating Text</p>	<p>Narrative Writing AENET DD1 Vocabulary in Context Annotating Text Open ended response Answer elimination</p>	<p>Literary Analysis PARCC Prep AENET DD2 Vocabulary in Context Annotating Text Open ended response Answer elimination</p>	<p>Research Writing PARCC Prep AENET DD3 Vocabulary in Context Annotating Text Open ended response Answer elimination</p>

	March/April	May/June		
READING and VOCABULARY	Theme- When to Follow the Crowd or When to make your own decisions, Courage <i>Esperanza Rising</i> by Pam Munoz Ryan historical fiction	Theme- When to Follow the Crowd or When to make your own decisions, Courage, Startling Over "Midnight Ride of Paul Revere" by Henry Wadsworth Longfellow poetry <i>Stargirl</i> by Jerry Spinelli Fiction "Chi'lin Purse" Linda Fang Folk tale "The Storm!" Giovanni Club" Lydia R. Diamond Drama		
WRITING and GRAMMAR	Worldly Wise lessons 7-14 Root of the Weel (hydro, vid, re, urb, co)	Worldly Wise 8-12 (fid, hyper)		
SPEAKING/ LISTENING	Dialogue journal-biweekly Themes Need 5 th grade results Literary Analysis (compare themes)	Sequence events (230-231) Graphic Organizers (231) Dialogue journal-biweekly Compare and Contrast (186-189) Generalize (458-459) Point of View Writing Need 5 th grade results		
	Active Listening Paraphrasing/Retelling Debate	Active Listening Paraphrasing/Retelling Debating (injured player/loyalty)		

CURRICULUM UNIT OVERVIEW MAP FOR... GRADE: 5 SUBJECT: E.L.A.

TEACHER: Mastro Paolo

YEAR: 2015-2016

TEST PREP	Test Prep Review PARCC writing AENET DD4 Vocabulary in Context Annotating Text Open ended response Answer elimination	Vocabulary in Context Annotating Text Open ended response Answer elimination		

<p>UNIT # 1 : Courage and Understanding</p>	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> Paraphrase portions of Jackie Robinson and Satchel Paige Make inferences supported with evidence, in the form of both background knowledge and textual references. Practice identifying Argument vs. Evidence Sequencing events Read to make Self-to-Text Connections Read to make Text-to-Text Connections Make connections between examples of courage in the text and how students use/see courage in their own lives Compare and contrast film clips about Jackie Robinson with information from the text. Define the root of the week (ana, bi, calc, epi/i) and use associated words correctly in writing.
	<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> They should use different reading strategies in order to comprehend texts. The definition of courage changes in different situations. Analyzing a character's actions or decisions provide a deeper insight into the character. Good readers always question the text. Good readers make inferences to fill in the gaps. Dedicated people make tough decisions and follow through with their actions. Interjections are words or groups of word that express a strong feeling or sentiment. Preposition is a word that relates a noun or pronoun to another word in the sentence. Evidence is fact and arguments use debatable language. Arguments have language that speak to cause and effect and raise "How?" and "Why?" questions. Evidence is fact.
	<p>READING and VOCABULARY</p>
<p>RELEVANT RESOURCES/MATERIALS/Standards</p>	<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> RI 5.1 RL 5.4 RL 5.3 RL 5.2 RL 5.1

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<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • RI.5.2 • RI.5.3 • RI.5.4 • RI.5.5 • RI.5.6 • RI.5.7 • SL.5.1 • L.5.4 	<p>Students will explain what it</p> <p>(Application/Analysis)</p> <p>Tier 2 Activities/Strategies</p>
<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Mrs. Frisby and the Rats of NIMH</i> • "Satchel Paige" (Reading Street) • "Jackie Robinson" and companion questions (Jamesstown Series) • Movie clip (42) • Reading Street organizer (page 90) • Reading Street students workbook • Vocabulary Workshop • Root of the Week materials (TLC) • http://www.literacycookbook.com/page.php?id=16 • DDAT worksheet • http://www.literacycookbook.com/page.php?id=2 • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) 	<ul style="list-style-type: none"> • Students will read and recall evidence from the text. • Students will define "courage" and identify different examples of courage. • Students will use context clues in order to define vocabulary. • Students will define root words and text vocabulary. • Students will identify parts of speech, synonyms, and antonyms for vocabulary words. • Students will differentiate between various genres. • Students will sequence events by using a graphic organizer. • Students will analyze characters by completing DDAT sheet. • Students will identify "debatable" words within argumentative statements.
<ul style="list-style-type: none"> • RI.5.2 • RI.5.3 • RI.5.4 • RI.5.5 • RI.5.6 • RI.5.7 • SL.5.1 • L.5.4 	<p>Students will read and recall</p>

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<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Mrs. Frisby and the Rats of NIMH</i> • "Satchel Paige" (Reading Street) • "Jackie Robinson" and companion questions (Jamesstown Series) • Movie clip (42) • <i>Reading Street</i> organizer (page 90) • <i>Reading Street</i> students workbook • <i>Vocabulary Workshop</i> • QIEE Sheet <p>(http://www.literacycookbook.com/download.php?id=90)</p> <ul style="list-style-type: none"> • <i>Vocabulary Workshop</i> • Root of the Week materials (TLC) 	<ul style="list-style-type: none"> • Students will compare and contrast themes from multiple texts. We will track themes in text by noting and discussing character change, and what lessons the characters are learning. • Students will generate their own questions about their reading and answer them with inferences and text evidence. • Evaluate the different methods of courage used by Jackie Robinson and Satchel Paige used in order to be accepted
<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RL 5.1 • RI 5.1 • RI 5.2 • RI 5.3 • RI 5.4 • RI 5.5 • RI 5.6 • RI 5.7 • SL 5.1 • L 5.4 	<p>(Synthesis/Evaluation)</p> <p>Tier 3 Activities/Strategies</p>
<ul style="list-style-type: none"> • <i>Mrs. Frisby and the Rats of NIMH</i> • "Satchel Paige" (Reading Street) • "Jackie Robinson" and companion questions (Jamesstown Series) • Movie clip (42) • <i>Reading Street</i> organizer (page 90) • <i>Reading Street</i> students workbook • <i>Vocabulary Workshop</i> • QIEE Sheet <p>(http://www.literacycookbook.com/download.php?id=90)</p> <ul style="list-style-type: none"> • <i>Vocabulary Workshop</i> • Root of the Week materials (TLC) • <i>VDAT</i> worksheet • (http://www.literacycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) 	<ul style="list-style-type: none"> • means to make inferences. • Students will generate questions and inferences about the text. • Students will explain how conflicts affect the characters. • Students will hypothesize the meaning of vocabulary words using context clues. • Students will analyze characters by completing character analysis sheet. • Use evidence to make an argument that Jackie Robinson's achievements off the field were just as important as his achievements on the field.

<p>through open-ended responses.</p> <ul style="list-style-type: none"> • Students will be given a passage to read and replace words or phrases with strong, robust vocabulary words from the <i>Vocabulary Workshop</i> lesson. • Students will generate a paragraph using at least five of the root words of the week. • Students will use their knowledge of new vocabulary words by applying them and using them in different contexts and applying them to different situations. (Example – “Vocab word: mocking. Q – “What might you say if you were mocking your younger brother?”) 	<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> • Open-ended response comparing and contrasting the main characters from two texts and how they deal with the theme of courage. • Character Analysis worksheet. • DDAT. • Vocabulary hypothesis sheet. • Students will take a vocabulary test every week to measure progress. Vocabulary mastery will also be informally assessed through its integration into homework assignments. • Students will take reading comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions.
<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Connect “Jackie Robinson” and “Satchel Paige” to modern-day issues of race. • Smartboard for class instruction. • Audio book • Clip from the film #2 	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier I Standards:</p> <ul style="list-style-type: none"> • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b 	<p>WRITING and GRAMMAR</p> <p>Tier I Activities/Strategies (Knowledge/Comprehension)</p>

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<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Language Arts Textbook</i> (pages 428-433, 434-436) • <i>Grammar Girl</i> (additional resource for planning) • <i>Painless Grammar</i> (additional resource for planning) • <i>DDAT</i> worksheet • http://www.literacycookbook.com/page.php?id=2 • <i>Character Analysis</i> (Teacher made resource) • <i>Open-ended response rubric</i> (TLC) • http://www.literacycookbook.com/page.php?id=148 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b 	<p>Tier 2 Activities/Strategies (Application/Analysis)</p>
<ul style="list-style-type: none"> • Students will differentiate argument statements from evidence statements. • Students will use vocabulary correctly in their own writing. • Students will use vivid details to grab the readers' interest in open-ended responses. • Students will link opinion and reasons using words, phrases, and clauses in their open-ended responses and Character Analysis worksheets. • Compile a list of commonly used interjections and use them in a sentence. • Students will use one interjection to write four separate sentences that all convey a different feeling or emotion. 		<ul style="list-style-type: none"> • Students will support their point of view with reasons and information from the text. • Students will logically group their ideas to support their purpose. • Students will identify prepositions and prepositional phrases. • Students will use prepositional phrases at the beginning, middle and end of sentences. • Students will identify interjections and use appropriate punctuation marks. • Students will explain the function of prepositions in general and in particular sentences.

<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Language Arts Textbook (pages 428-433, 434-436) • Grammar Girl (additional resource for planning) • Painless Grammar (additional resource for planning) • DDAT worksheet • http://www.literacycookbook.com/page.php?id=2 • Character Analysis (Teacher made resource) <i>Look Back and Write</i> (reading series companion) • Open-ended response rubric (TLC) • http://www.literacycookbook.com/page.php?id=148 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will paraphrase orally and in writing. • Students will summarize fiction and non-fiction text orally and in writing. • Students will use vocabulary words in appropriate context in their original writing. • Students will write complete sentences in all written assignments to show their mastery of English-language conventions of grammar, punctuation, and spelling. • Grammar quizzes. <p>STUDENT WORK PRODUCTS/ INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Students will type writing on laptops.
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<ul style="list-style-type: none"> • A-NEET passages and multiple-choice questions. 	<ul style="list-style-type: none"> • types of test questions to determine which strategy to use. • Apply test-taking strategies for different questions.
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RI 5.1 • RI 5.2 • RI 5.3 • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b 	<ul style="list-style-type: none"> • Students will synthesize information about open-ended responses to suggest revisions. • Students will find evidence to support their claim by answering two-part <u>multiple-choice</u> questions.
<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights. • Grade 4 diagnostic exam and results. • Progress passages and two part questions. • Sample <u>open-ended</u> responses and <u>open-ended</u> rubric. 	<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will respond to open-ended questions about Jackie Robinson and Satchel Paige. • Students will expand on the theme of courage and use evidence to demonstrate how both men used courage <u>differently by constructing an open-ended response</u> differently.
<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Practice typing open-ended responses. • Practice reading and annotating passages from the computer. 	<p>SPEAKING/ LISTENING</p> <p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL 5.1 a-d
<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Mrs. Frisby and the Rats of NIMH</i> • "Satchel Paige" (Reading Street) • "Jackie Robinson" and companion questions (Jamestown Series) • Movie clip (42) • <i>Reading Street</i> organizer (page 90) 	<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> • Students will apply turn and talk technique in class to investigate various points of view. • Students will practice active listening by tracking the speaker. <u>Students will read</u>

<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> Students will practice active listening by tracking the speaker's and paraphrasing the speaker's comment. Students will practice active listening by formulating questions to ask the speaker. Students will verbally compare and contrast multiple texts, citing evidence from both. Students will generate a sentence with a prepositional phrase and share orally with a partner. Students will provide evidence from the text to support their claim. Students will orally respond to questions posed from both the teacher and classmates. 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> SL.5.1 a-d <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> Reading Street students workbook Vocabulary Workshop Language Arts Textbook (pages 428-433, 434-436) Grammar Girl (additional resource for planning) Painless Grammar (additional resource for planning) DDAT worksheet (http://www.literacycookbook.com/page.php?id=2) Character Analysis (Teacher made resource) Look Back and Write (reading series companion) Open-ended response rubric (TLC) (http://www.literacycookbook.com/page.php?id=148)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> Students will work in pairs to answer questions about the text. Students will be called on to share the opinion/thoughts of their partner. Students will analyze peer evidence and arguments and respond to the discussion 	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> SL.5.1 a-d <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> Mrs. Frisby and the Rats of NIMH "Satchel Paige" (Reading Street) "Jackie Robinson" and companion questions (Jamestown Series) Movie clip (42) Reading Street organizer (page 90) Reading Street students workbook Vocabulary Workshop Language Arts Textbook (pages 428-433, 434-436) Grammar Girl (additional resource for planning) Painless Grammar (additional resource for planning) DDAT worksheet (http://www.literacycookbook.com/page.php?id=2) Character Analysis (Teacher made resource) Look Back and Write (reading series companion) Open-ended response rubric (TLC) (http://www.literacycookbook.com/page.php?id=148)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> Students will work in pairs to answer questions about the text. Students will be called on to share the opinion/thoughts of their partner. Students will analyze peer evidence and arguments and respond to the discussion 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> Mrs. Frisby and the Rats of NIMH "Satchel Paige" (Reading Street) "Jackie Robinson" and companion questions (Jamestown Series) Movie clip (42) Reading Street organizer (page 90)

<p>TECHNOLOGY:</p> <ul style="list-style-type: none"> • Audio book <p>INTERDISCIPLINARY CONNECTIONS/ USE OF</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will use evidence to discuss who showed more courage: Satchel Paige or Jackie Robinson. • Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers. <p>STUDENT WORK PRODUCTS/</p>
<ul style="list-style-type: none"> • <i>Reading Street</i> students workbook • <i>Vocabulary Workshop</i> • <i>Language Arts</i> Textbook (pages 428-433, 434-436) • <i>Grammar Girl</i> (additional resource for planning) • <i>Painless Grammar</i> (additional resource for planning) • <i>DDAT</i> worksheet • (http://www.literacycookbook.com/page.php?id=2) • Character Analysis (Teacher made resource) <i>Look Back and Write</i> (reading series companion) • <i>Open-ended</i> response rubric (TLC http://www.literacycookbook.com/page.php?id=148) 	<ul style="list-style-type: none"> • Students will generate a point or to serve as a rebuttal to evidence to further prove a classroommate's arguments. • Students will generate a sentence with a prepositional phrase, share orally with a partner and have the partner identify the prepositional phrase. • Students will expand on the theme of courage and use evidence to demonstrate how both men used courage differently by engaging in classroom discussion.

<p>UNIT #2: Friendship, Courage and Facing Prejudice / Wonder by R.J. Palacio</p>	<p>BIG IDEA(S): Paraphrasing Identify how the story <i>Wonder</i> changes when told by various narrators from different points of view and how can point of view shifts affect the meaning of a text Identify precepts and choose/develop one that applies to their life. Practice identifying Argument vs. Evidence Make inferences supported with evidence, in the form of both background knowledge and textual references. Read to make Self-to-Text Connections Read to make Text-to-Text Connections</p>
<p>ESSENTIAL QUESTIONS: Content Based essential question</p>	<p>READING AND VOCABULARY</p>
<p>• What is friendship? • Do people need friends? • What is courage and how is it manifested? • What is prejudice and how is it manifested? • Why is it important to get to know someone before you make a judgment? Skills Based essential questions • What strategies do good readers use? • What strategies do good writers use? • How do various points of view change a text? • What is the primary difference between argument and evidence? • How do we create strong arguments and what evidence can we use to support them? • Why is it important to know and use good grammar? • How do we structure a narrative?</p>	<p>WRITING AND GRAMMAR Ordering adjectives Linking verbs Figurative language TEST PREP PARCC Narrative Writing Open-ended response</p> <p>SPEAKING AND LISTENING Analyze peer evidence and arguments and respond to the discussion topics. Provide evidence to further prove a point or to serve as a rebuttal to a classmate's arguments.</p>
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p>	<p>associated words correctly in writing. de, the, sum, rid, heli(o) and use Define the root of the week (gram, Robinson" and "Satchel Paige") previously read in class ("Jackie of courage in <i>Wonder</i> and texts</p>

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READING and VOCABULARY		RELEVANT RESOURCES/MATERIALS/Standards
<ul style="list-style-type: none"> • They should use different reading strategies in order to comprehend texts such as <i>Wonder</i> by R.J. Palacio, <i>Freak the Mighty</i> by Rodman Philbrick, and the Newsela article "Truly disabled lose out as Disney ends line jumping to stop fakers". • Analyzing a character's thoughts, actions, effect on others, speech, and looks helps to build a strong understanding of the character. • Analyzing a character's actions or decisions provide a deeper insight into the character and the novel. • Good readers always question the text. • Good readers make inferences to fill in the gaps. • The definition of prejudice can present itself differently by discussing examples of prejudice presented in texts read in class - <i>Wonder</i>, <i>Freak the Mighty</i> segment and the Newsela article. • Difficult situations, such as disabilities, differences, and new school environments can test friendship. • Dedicated people make tough decisions and follow through with their actions. • Linking verbs link the subject to a noun or adjective. • There is a correct order for adjective placement. • Evidence is fact and arguments use debatable language. • Identify arguments and what words are debatable, and their relevant evidence. • When given arguments, students must support them with their own relevant evidence. • Evidence is fact. • Figurative language such as similes, metaphors, and alliteration, helps enrich the reader's understanding and should be carefully analyzed 	<p>Tier I Activities/Strategies (Knowledge/Comprehension)</p>	<ul style="list-style-type: none"> • R.L.5.1-5.6 • R.L.5.9 • RFS.5.4a • L.5.1a • L.5.1 c-d • L.5.2 • L.5.3 • L.5.4a-b • L.5.5 • L.5.5a • L.5.5 c • L.5.6
<ul style="list-style-type: none"> • Students will read and recall evidence from the text. • Students will define "prejudice" and identify different examples of prejudice. • Students will identify the difference between things being "subjective" and "objective." 	<p>Tier I Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Wonder</i> by R. J. Palacio • <i>Vocabulary Workshop</i> Workbook <i>Freak the Mighty</i> by Rodman Philbrick • <i>Vocabulary Workshop</i> Root of the Week Materials (TLC http://www.literacycookbook.com/pa) 	

<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> Students will compare and contrast themes from multiple texts including <i>Freak the Mighty</i>. We will track 	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • R.L.5.1-5.6 • R.L.5.9 • RFS.5.4a • L.5.1a • L.5.1 c-d • L.5.2 • L.5.3 • L.5.4a-b • L.5.5 • L.5.5a • L.5.5 c • L.5.6
<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Wonder by R.J. Palacio Vocabulary Workshop Workbook 	<p>of vocabulary words using context clues.</p> <ul style="list-style-type: none"> • Students will analyze characters by completing character analysis sheet. • Students will use evidence to make an argument that the Pullman family uses humor to cope with their situation. • Identify and explain precepts as they appear in <i>Wonder</i>. • Identify examples of figurative language found throughout <i>Wonder</i> by marking them with Post-its that will later be categorized on a graphic organizer <ul style="list-style-type: none"> • QIEE Organizer (TLC eg.php?id=2) • https://www.literacycookbook.com/download.php?id=76 • (Teacher made document) Vocabulary hypothesis sheet • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" • www.mrreads.blogspot.com • STEAL Character Analysis Chart (classroom resource) • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) • Adjective Order List (www.4thgradeela.weebly.com) • PARCC Website (http://parc.pearson.com/practice-tests/) • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • R.J. Palacio Interview (www.telegraph.co.uk/culture/books/authorinterviews/9086974/interview-with-rj-palacio-author-of-wonder.html) • Novel graphic organizer- flip chart (teacher made resource)

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<p>STUDENT WORK PRODUCTS/ASSESSMENTS:</p> <ul style="list-style-type: none"> • Open-Ended response comparing and contrasting how both Freak and Augie handle prejudice. • Character Analysis worksheet • DDAT worksheet • Vocabulary hypothesis sheet • Students will take a vocabulary test every week to measure progress. • Vocabulary mastery will also be informally assessed through its integration into homework assignments. • Students will take reading 	<p>INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Computers • Smartboard
<p>themes in text by noting and discussing the different reactions of the two main characters when faced with prejudice. Connect <i>Wonder</i> to real-world examples of prejudice using the Newsela article and examine reactions to disabilities.</p> <ul style="list-style-type: none"> • Students will generate their own questions about their reading and answer them with inferences and text evidence. • Students will track and evaluate Augie's growth over the course of the novel through post-it notes. • Characterize the novel's major figures with the DDAT and Character Analysis organizers. • Students will be given a passage to read and replace words or phrases with strong, robust vocabulary words from the <i>Vocabulary Workshop</i> lesson. • Students will generate a paragraph using at least five of the root words of the week. • Students will use their knowledge of new vocabulary words by applying them and using them in different contexts and applying them to different situations. (Example – "Vocab word: mocking. Q – "What might you say if you were mocking your younger brother?") 	<p>• <i>Freak the Mighty</i> by Rodman Philbrick</p> <ul style="list-style-type: none"> • <i>Vocabulary Workshop</i> • DDAT worksheet (TLC http://www.iteracycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" (www.mrreads.blogspot.com) • STEAL Character Analysis Chart (classroom resource) • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) • PARCC Website (http://parcc.pearson.com/practice-tests/) • <i>Progress</i> (teacher resource) • R.J. Palacio Interview (www.legraph.co.uk/culture/books/authorinterviews/9086974/interview-with-palacio-author-of-wonder.html)

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<p>comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions.</p>	<p>WRITING and GRAMMAR</p>	<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Students will support their point of view with reasons and information from the text.</p> <ul style="list-style-type: none"> Students will logically group their ideas to support their purpose. Students will identify STEAL components and complete STEAL Chart. Students will identify progressive verb tenses from their textbook. Students identify the correct order of adjectives from a chart. Identify what is needed in a narrative reading piece (SWS). Identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view) by pulling elements from a given story and insert them into the Narrative Writing Pre-writing Organizer. Hook the reader's attention by using "Say something" dialogue. The opening and closing sentences of a chapter are very important in terms of maintaining tension and engagement with the reader. Discuss what suspense is and how writers create it. Why is it a valuable tool? Choose examples in the book and how they work to maintain suspense and interest (ex page 8 and 78). Distinguish between argument and evidence.
<p>RELEVANT RESOURCES/MATERIALS/Standards</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> L.5.1 c-d L.5.5a W.5.1a-d W.5.2b W.5.2d W.5.3a-e W.5.4 W.5.5 SL.5.1 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> Wonder by RJ Palacio Vocabulary Workshop Workbook Language Arts Textbook (page 186-187) <i>Freak the Mighty</i> by Rodman Philbrick Vocabulary Workshop Grammar Girl Painless Grammar Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) DAT worksheet (TLC http://www.literacycookbook.com/page.php?id=2) Vocabulary hypothesis sheet Character analysis sheet (Teacher made document) Mr. W Reads "Wonder Resources" made document (www.mrreads.blogspot.com) STEAL Character Analysis Chart (classroom resource) Dialogue Journals Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) Adjective Order List (www.4thgradeela.weebly.com) PARCC Website (http://parcc.pearson.com/practice-tests/) 	

<ul style="list-style-type: none"> • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • R.J. Palacio Interview • (www.telegraph.co.uk/culture/books/authorinterviews/9086974/interview-with-rj-palacio-author-of-wonder.html) • Narrative writing pre writing organizer • http://www.literacycookbook.com/page.php?id=150 	<ul style="list-style-type: none"> • Identify the evidence that supports the topic sentence in a given paragraph. • Distinguish between argument and evidence. • Students will review figurative language by defining and listing examples including metaphors, similes and alliteration.
<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • L.5.1 c-d • L.5.5a • W.5.1a-d • W.5.2b • W.5.2d • W.5.3a-e • W.5.4 • W.5.5 • SL.5.1 	<p>Tier 2 Activities/Strategies (Application/Analysis)</p>
<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Wonder</i> by RJ Palacio • <i>Vocabulary Workshop</i> Workbook • <i>Vocabulary Workshop</i> (page 186-187) • <i>Language Arts</i> Textbook (page 186-187) • <i>Break the Mighty</i> by Rodman Philbrick • <i>Vocabulary Workshop Grammar Girl</i> • <i>Pathless Grammar</i> • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • DAT worksheet (TLC http://www.literacycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" (www.mrwreads.blogspot.com) • STEAL Character Analysis Chart (classroom resource) 	<ul style="list-style-type: none"> • Build the strength of their argument sentences by writing argument sentences for an otherwise-complete paragraph. They will analyze the paragraph, determine the main idea, and craft a strong claim. Teacher will model this process, pointing out tips for finding main idea. Students will then work on a paragraph in pairs, and then independently. • Write claims/argument sentences using strong evidence from the chapter and coherent justification. • Students will use vocabulary correctly in their own writing. • Students will use vivid details to grab the readers' interest in open-ended responses. • Students will link opinion and reasons using words, phrases, and clauses in their open-ended responses and Character Analysis worksheets. • Identify linking verbs within a sentence, and supply the correct linking verbs to complete sentences.

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<ul style="list-style-type: none"> • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) • Adjective Order List (www.fhgrdeela.weebly.com) • PARCC Website (http://parcc.pearson.com/practice-tests/) • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • R.J. Palacio Interview (www.telegraph.co.uk/culture/books/authorinterviews/9086974/interview-with-rj-palacio-author-of-wonder.html) • Precept Presentation Rubric 	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • L.5.1.c-d • L.5.2a • W.5.1a-d • W.5.2b • W.5.2d • W.5.3a-e • W.5.4 • W.5.5 • SL.5.1 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Wonder</i> by R.J. Palacio • <i>Vocabulary Workshop</i> Workbook • <i>Language Arts</i> Textbook (page 186-187) • <i>Break the Mighty</i> by Rodman Philbrick • <i>Vocabulary Workshop</i> • <i>Grammar Girl</i> • <i>Painless Grammar</i> 	<ul style="list-style-type: none"> • Students will use progressive verb tenses in their writing. • Show, don't tell, what a character is feeling based on prior knowledge of the character, using the Character Analysis worksheets as a guide. • Incorporate at least one example of figurative language within their narrative writing such as a simile, metaphor, or alliteration. Develop a paragraph detailing what the character wants and what would happen if they do not get it. • Punctuate dialogue correctly. • Change verb tenses in sentences. • Write a list of questions students have after reading the opening sentence of each chapter and the closing sentence of each chapter. Discuss whether or not it created a mood of suspense. • Read and annotate stories keeping the character's strengths and weaknesses in mind to prepare to write a narrative. • Read and annotate stories keeping in mind the conflict and how it is resolved to prepare to write a narrative. 	<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<ul style="list-style-type: none"> • Students will provide a punchy insight to conclude open-ended writing responses. • Given an open-ended question, students will construct a written response under simulated test conditions. • Students will revise their writing using teacher feedback to improve fluency. • Complete the weekly Dialogue Journal
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<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • PARCC Practice Test • Computers to take test, type open-ended response and narrative writing. • Smart Board 	<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will paraphrase orally and in writing. • Students will summarize fiction and non-fiction text orally and in writing. • Students will use vocabulary words in appropriate context in their original writing. • Students will write complete sentences in all written assignments to show their mastery of English-language conventions of grammar, punctuation, and spelling. • Grammar quizzes • Rewrite a section of the text from Mr.
<ul style="list-style-type: none"> • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • DAT worksheet (TLC http://www.literacycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" (www.mrwreads.blogspot.com) • STEAL Character Analysis Chart (classroom resource) • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) • Adjective Order List (www.fhgradeela.weebly.com) • PARCC Website (http://parcc.parson.com/practice-tests/) • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • R.J. Palacio Interview (www.legraph.co.uk/culture/books-authorinterviews/9086974/interview-with-rj-palacio-author-of-wonder.htm) • Precept Presentation Rubric 	<ul style="list-style-type: none"> • by responding to a weekly question about the text, asking an insightful question to their partner and responding to their partner's previous question. • Create a conflict for a character of the student's choice based on prior knowledge of the character and their situation. • Invent a solution for the character's problem using the character's strength. • Imagine if there were a sequel to this novel when Augie first goes to high school. Write the first chapter of that book using SWS. • Incorporate suspenseful sentences that engage the reader and make them ask questions in their narrative pieces, especially introductory sentences and transition sentences. • Given arguments, students must support them with their own relevant evidence and explanation.

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<p>Tushman's voice. Write a chapter in Ella's voice and try to imagine a scenario which has made her turn away from Via. Imagine if there were a sequel to this novel when Augie first goes to high school. Write the first chapter of that book using SWBS.</p>	<p>TEST PREP</p>
<p>RELEVANT RESOURCES/MATERIALS/Standards</p>	<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>
<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RI 5.1 • RI 5.2 • RI 5.3 • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights based OER. • Students will apply the format for text-narrative stories based on their readings. • Students will practice typing various open-ended responses. • Students will practice eliminating answer choices based on text evidence. • Identify what is needed in a narrative reading piece (SWBS). • Identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view) by pulling elements from a given story and insert them into the Narrative Writing Pre-writing Organizer.Hook the reader's attention by using "Say something" dialogue. • Hook the reader's attention by using 	<p>Students will practice a standardized annotation system for identifying main idea, supporting details and vocabulary.</p> <p>Students will apply the format for text-based OER.</p> <p>Students will practice typing various narrative stories based on their readings.</p> <p>Students will practice typing various open-ended responses.</p> <p>Students will practice eliminating answer choices based on text evidence.</p> <p>Identify what is needed in a narrative reading piece (SWBS).</p> <p>Identify the key elements of a story (e.g., characters, plot, setting, conflict, and point of view) by pulling elements from a given story and insert them into the Narrative Writing Pre-writing Organizer.Hook the reader's attention by using "Say something" dialogue.</p> <p>Hook the reader's attention by using</p>

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<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RL.5.1 • RL.5.2 • RL.5.3 • RL.5.4 • RI.5.1 • RI.5.2 • RI.5.3 • W.5.1 a-d • W.5.4 • SL.5.1 a-c • L.5.1a • L.5.2b <p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights • STEAL Poster • Grade 4 diagnostic exam and results • SWBS Organizer • <i>Progress</i> (teacher resource) 	<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<ul style="list-style-type: none"> • Students will apply knowledge of open-ended responses to write their own. • Students will analyze different types of test questions to determine which strategy to use. • Apply test-taking strategies for different questions. • Read and annotate stories keeping the character's strengths and weaknesses in mind to prepare to write a narrative. • Read and annotate stories keeping in mind the conflict and how it is resolved to prepare to write a narrative. • Show, don't tell, what a character is feeling based on prior knowledge of the character, using the Character Analysis worksheets as a guide. • Incorporate at least one example of figurative language within their narrative writing such as a simile, metaphor, or alliteration. Develop a
<ul style="list-style-type: none"> • "Say Something" dialogue. • The opening and closing sentences of a chapter are very important in terms of maintaining tension and engagement with the reader. Discuss what suspense is and how writers create it. Why is it a valuable tool? Choose examples in the book and how they work to maintain suspense and interest (ex page 8 and 78). 		

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<p>INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY:</p>	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> • Rewrite a section of the text from Mr. Tushman's voice. • Write a chapter in Ella's voice and try to imagine a scenario which has made her turn away from Via. • Write a 1 1/2-2 paragraph narrative piece. They will create more than 1 draft. The students will evaluate how to revise and edit to make their writing better. • Evaluate the meaning of figurative language as used in the text. • Use figurative language in their own writing.
<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing • Posters displaying the annotation system • Posters displaying punchy insights • STEAL Poster • Grade 4 diagnostic exam and results • SWBS Organizer • <i>Progress</i> (teacher resource) 	<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Students will synthesize information about open-ended responses to suggest revisions. • Students will use teacher feedback to create strong narrative pieces. • Students will find evidence to support their claim by answering two-part multiple-choice questions. • Invent a solution for the character's problem using the character's strength. • Rewrite a section of the text from Mr. Tushman's voice. • Write a chapter in Ella's voice and try to imagine a scenario which has made her turn away from Via. • Write a 1 1/2-2 paragraph narrative piece. They will create more than 1 draft. The students will evaluate how to revise and edit to make their writing better. • Evaluate the meaning of figurative language as used in the text. • Use figurative language in their own writing.
<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • RL 5.1 • RL 5.2 • RL 5.3 • RL 5.4 • RI 5.1 • RI 5.2 • RI 5.3 • W 5.1 a-d • W 5.4 • SL 5.1 a-c • L 5.1a • L 5.2b 	<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>
	<ul style="list-style-type: none"> • paragraph detailing what the character wants and what would happen if they don't get it. • Students will apply knowledge of narrative writing to successfully create and type their own stories.

RELEVANT RESOURCES/MATERIALS/Standards	SPEAKING/ LISTENING
<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL 5.1 a-d • SL 5.2 • SL 5.4 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Wonder by RJ Palacio • Vocabulary Workshop Workbook • Language Arts Textbook (page 186-187) • Break the Mighty by Rodman Philbrick • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • DDA T worksheet (TLC http://www.literacycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" (www.mrreads.blogspot.com) • STEAL Character Analysis Chart (classroom resource) • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) 	<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>
<ul style="list-style-type: none"> • Students will apply turn and talk technique in class to investigate various points of view. • Students will practice active listening by tracking the speaker. Students will read passages of the text aloud with correct pronunciation. • Students will participate in discussions using standard English grammar. Students will use nonverbal hand signals to either agree or disagree with the speaker. • Work in pairs to answer questions about the text. • Brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for class discussion. 	<ul style="list-style-type: none"> • Tushman's voice. • Write a chapter in Ella's voice and try to imagine a scenario which has made her turn away from Via. • The opening and closing sentences of a chapter are very important in terms of maintaining tension and engagement with the reader. Choose examples in the book and how they work to maintain suspense and interest. (ex page 8 and 78) • Imagine if there were a sequel to this novel when Auggie first goes to high school. Write the first chapter of that book using SWBS.

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<ul style="list-style-type: none"> • Adjective Order List (www.4thgraderela.weebly.com) • PARCC Website (http://parc.pearson.com/practice-tests/) • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • Precept Presentation Rubric 	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • SL 5.1 a-d • SL 5.2 • SL 5.4 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <i>Wonder</i> by RJ Palacio • <i>Vocabulary Workshop</i> (page 186-187) • <i>Language Arts</i> Textbook (page 186-187) • <i>Break the Mighiv</i> by Rodman Philbrick • Root of the Week Materials (TLC http://www.literacycookbook.com/pa-ge.php?id=16) • DDAAT worksheet (TLC http://www.literacycookbook.com/pa-ge.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Mr. W Reads "Wonder Resources" (www.mrreads.blogspot.com) • STEAL Character Analysis Chart (classroom resource) • Dialogue Journals • Newsela Article "Truly disabled lose out as Disney ends line jumping to stop fakers" (www.newsela.com) • Adjective Order List (www.4thgraderela.weebly.com) • PARCC Website (http://parc.pearson.com/practice-tests/) • "Say Something" Sheet (teacher resource) • <i>Progress</i> (teacher resource) • Precept Presentation Rubric
	<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<ul style="list-style-type: none"> • Students will practice active listening by tracking the speaker and paraphrasing the speaker's comment. • Students will practice active listening by formulating questions to ask their classmates questions about the presented precept. • Students will verbally compare and contrast multiple texts, citing evidence from all three. • Students will generate a sentence with correct verb progression and share with partners. • Students will provide evidence from the text to support their claim. • Students will orally respond to questions posed from both the teacher and classmates.

Tier 3 Standards: • SL 5.1 a-d • SL 5.2 • SL 5.4	Tier 3 Activities/Strategies (Synthesis/Evaluation)
<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Wonder by RJ Palacio • Vocabulary Workshop (page 186-187) • Language Arts Textbook (page 186-187) • Freak the Mighty by Rodman Philbrick • Root of the Week Materials (TLC http://www.literacycookbook.com/page.php?id=16) • DDAAT worksheet (TLC http://www.literacycookbook.com/page.php?id=2) • Vocabulary hypothesis sheet (Teacher made document) • Character analysis sheet (Teacher made document) • Evidence to demonstrate how Jack Will displayed both to Augie. • Synthesize the arguments of their peers, providing an overview of the class's thoughts on the subject. 	<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers.
<p>INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Computers 	<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers.