

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers, and previously learned strategies, the student will:

Outcomes	Assessment	Strategies
<p>Concepts About Print</p> <ul style="list-style-type: none"> identify and use common textual and graphic features and organizational structures to comprehend information. These include: textual features (e.g., paragraphs, topic sentence, index, table of contents); graphic features (e.g., charts, maps, diagrams) and organizational structure (e.g., logical order, comparison/contrast, cause/effect) 	<p>Students will prepare a research report for a specific subject area on a personally selected topic using all elements of textual organization and graphic features. A pre-designed rubric should guide the process and product.</p>	<p>Select newspaper and magazine articles and highlight the features/structures used.</p> <p>Rewrite/redesign an article ignoring the structures.</p> <p>Make comparisons such as the positives and negatives of articles.</p> <p>Discuss the value of including/using features.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> use Greek and Latin roots to develop and extend word recognition and decoding 	<p>Using a teacher-developed list of words unfamiliar to the students but containing the studied roots, define the words. A portion of the list should be defined orally and another portion may be written. A root glossary may be used.</p>	<p>Develop a list of 10 favorite words with Latin or Greek roots. Illustrate the meaning of each root.</p> <p>Discover additional words that come from the same roots.</p>
<p>Fluency</p> <ul style="list-style-type: none"> read increasingly difficult texts silently with comprehension and fluency 	<p>Students read silently teacher selected text from any subject area. The reading is timed. Students answer comprehension questions orally or in writing. Students highlight the words/phrases that provide information to answer the questions.</p>	<p>Student reads practiced literary selection aloud in front of the class while the class listens only. Students then write a summary of what was heard.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently • reread informational text for clarity 		<p>Students read the same literary selection for themselves and summarize what they read. In small groups discuss the positives or negatives of reading or listening to selections.</p>
<p>Reading Strategies</p> <ul style="list-style-type: none"> • monitor reading for understanding by asking essential questions and relating new learning to background experiences. • use increasingly complex text guides, maps, charts and graphs to assist with reading comprehension. 	<p>After reading a selected text with graphics, generate questions to ask about the text. Then summarize the text based on the answers to the questions and the information given in the graphics.</p>	<p>In teams of 2 – 4, prepare a news story with supporting graphics. Exchange stories with another team and develop a list of questions as for a news interview. Return stories to authors so oral answers can be given to the questions. After reading a selection, write or tell a story that begins with “That reminds me of a time I...”</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> • clarify pronunciations, meanings, alternate word choice, parts of speech and etymology of words using the dictionary, thesaurus, glossary and technology sources • expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences. 	<p>Create an idiom or figurative language composition in which the writer never identifies the actual object of description. Students guess what the writer means.</p>	<p>Students or the teacher suggest unknown words used in context. Students select the most appropriate resource to determine the pronunciation, meaning and use of the word. Explain or have students discover the meanings of idioms such as “stick your neck out”, “break the ice”, “have a chip on one’s shoulder”. Generate lists of idioms familiar to the students and have students listen for people’s use of idioms. Identify idioms in literature selection and translate the intended meaning.</p>

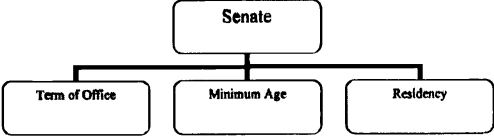
Outcomes	Assessment	Strategies
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> • speculate about text by generating literal and inferential questions • distinguish between essential and nonessential information • differentiate between fact/opinion and bias and propaganda in newspapers, periodicals and electronic texts • analyze ideas and themes found in all reading materials • compare several authors' perspectives of a historical character, setting or event. • read critically by identifying, analyzing and applying knowledge of the purpose, structure and elements of fiction and nonfiction and provide textual evidence of understanding • locate literary techniques and elements (such as figurative language, meter, rhetorical and stylistic features, etc.) of text • identify and analyze recurring themes across literary works • identify and understand the author's use of idioms, analogies, metaphors and similes in prose and poetry 	<p>Choose a current event personality – a national leader, a business person, etc. Have students compare how the celebrity is presented in various news magazines. Predict how the celebrity will be recorded in history.</p> <p>Choose a famous person from the recent past – Roosevelt, Nixon, Mother Teresa, Christa McAuliffe. Have students research news articles on these people and then interview parents and grandparents on their remembrances of these people.</p> <p>Compare and contrast on what was written about these people and what was remembered about these people. Discuss differences on factual information and descriptive information and what the information tells the reader.</p>	<p>Compare/contrast the Catholic and secular newspaper for essential and nonessential information, fact, opinion bias and propaganda.</p> <p>Analyze web sites on the same these for appropriate information.</p> <p>Trace a specified theme through various literary genres – prose, poetry, music, art.</p> <p>Students read versions of Paul Revere's ride. http://edsitement.neh.gov/view_lesson_plan.asp?id=393</p> <p>After reading various versions, students identify common themes in each version and list new ideas which emerge from the various versions. Students identify authors' use of idioms, similes, and analogies to present ideas and themes.</p> <p>Have students create a collection of everyday texts. Students create a bulletin board that will sort the collection. Students will study texts that are similar (ex.- schedules) and determine pros and cons of the text.</p>

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<ul style="list-style-type: none"> • understand perspectives of authors in a variety of interdisciplinary works • demonstrate familiarity with everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents. 		
<p>Inquiry and Research</p> <ul style="list-style-type: none"> • self-select materials appropriately related to a research project • read and compare at least two works related to the same genre, topic or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings) 	<p>Students will select a topic and find at least two sources that give different information on the topic.</p>	<p>Research cookbooks or parenting books from 2 or 3 different eras. List those elements that are different (inclusive language, gender issues, regard for environment). Draw conclusions about historical situation of the time the books were written: e.g., descriptions of family life, economic state, education, population, etc.</p>

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:

Outcomes	Assessment	Strategies
Word Study <ul style="list-style-type: none"> • use verbals: infinitives, participles, and gerunds • use metaphors in writing a descriptive story 	Proofread writing for correct usage of verbals and metaphors	Proofread a literature selection containing verbals. Identify the verbals. Rewrite the selection without verbals. Compare the two selections for fluency and clarity.
Word Usage <ul style="list-style-type: none"> • use irony, satire and humor, symbolism, metaphors, similes, and figurative language such as personification 	Choose an Andy Rooney presentation for students to identify irony, satire and humor.	After defining and giving examples of irony, satire, humor, etc., use Bible selections such as Proverbs 11:22 – <i>Like a gold ring in a pig’s snout is a beautiful woman who shows no discretion</i> , or Sirach 21:14 – <i>The mind of a fool is like a broken jar</i> . Have students write their own proverb and explanation of its significance.
Sentence Structure and Development <ul style="list-style-type: none"> • choose appropriate sentence form to convey precise and meaningful message 	Use variety of sentence forms in writing to convey the author’s purpose.	Create examples of sentences to convey different purposes: Ex.: <i>Suddenly it was night.</i> (simple sentence to change setting quickly). <i>While the leaves emerged from green to orange and from gold to brown, the young woman waited for the arrival of the letter.</i> (complex sentence to change setting slowly).

Outcomes	Assessment	Strategies
<p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> • use comma with: double prepositions clauses and phrases including double prepositions, infinitives and participles • use appropriate punctuation and capitalization for outlining 	<p>Add preposition, clauses and phrases – comma use – to the editing checklist.</p> <p>Present a chapter outline for a content subject area.</p>	<p>Create a comma game such as Jeopardy to reinforce and defend comma use. Use <i>Inspiration</i> software to brainstorm a topic. Use the software to convert the brainstorming to an outline. Examine levels and correct punctuation and capitalization in the outline.</p>
<p>Writing Skills</p> <ul style="list-style-type: none"> • take notes from oral speeches and interviews • write several five paragraph essays from the subject content 	<p>Students take notes from an oral presentation using a KWL chart. Students complete the chart and write a synopsis of the presentation.</p>	<p>Prepare students to take notes by presenting background information on the topic to be heard. Have students create a KWL chart for the topic. Prior to the oral presentation, students create questions. While listening to the speech, students will listen for the answers to their questions and record ideas that are of interest to them.</p> <p>Interview parents on where they were when a specific event occurred: Nixon resigning, Challenger accident, the Blizzard of 2003. See: http://www.teachnet.com/lesson/langarts/general/wherewereyou.html</p>
<p>Writing Process</p> <ul style="list-style-type: none"> • use graphic organizers and outlines to organize ideas and relevant information • revise written work for publication to author's satisfaction • create and use rubrics for evaluating writing 	<p>Respond to an essay question by creating a graphic organizer and then writing the essay. Include the organizer and written essay for a complete response to the question.</p> <p>Design and use a rubric for the essay.</p>	<p>Create a graphic organizer to assist students in reading articles of the Constitution. (Article 1)</p>  <pre> graph TD Senate[Senate] --- Term[Term of Office] Senate --- Age[Minimum Age] Senate --- Residency[Residency] </pre>

Outcomes	Assessment	Strategies
		<p>Students critique work developed following a pre-designed rubric. Students assess the work using the rubric. Based on the experience, students create a rubric for a specific genre of writing.</p>
<p>Genres <u>Narrative</u></p> <ul style="list-style-type: none"> • write a biography • create captions for a picture or cartoon • use attributes of a legend to create a narrative • develop a sequel to a published short story 	<p>Students write an original biography, legend and sequel to a short story using the appropriate literary elements. Students select one of the finished pieces to find or create a picture or cartoon to illustrate the piece. Students write a caption for the picture.</p>	<p>After reading a biography on a famous person such as Pope John XXIII, students create guiding questions to rewrite the biography, write the biography of another Pope, or use the questions for writing about another famous person:</p> <p>Biographical questions about the personality and memorable moments of his time as Pope.</p> <p>Viewpoint questions about the issues he championed and his impact on public opinion.</p> <p>Contribution questions that ask what he accomplished.</p> <p>Assessment questions that ask how he compares with other Popes.</p> <p>After studying Thomas Nast's cartoons, students research the time period Nast captured. Students choose another political situation from any given time period and design a cartoon and caption to capture the situation.</p>

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<p><u>Descriptive</u></p> <ul style="list-style-type: none"> use metaphors to develop descriptive writing <p><u>Persuasive</u></p> <ul style="list-style-type: none"> write persuasive letter to businesses 	<p>Use metaphors to describe everyday objects.</p> <p>Select businesses that will respond to the voices of young adolescents. Have students choose a business that they want to persuade to consider their way of thinking. (This lesson is more</p>	<p>Use a legend such as <i>The Legend of Sleepy Hollow</i> to identify the characteristics of the legend. Use these characteristics to write original legends.</p> <p>For a complete lesson and unit on <i>The Legend of Sleepy Hollow</i>, see: http://edsitement.neh.gov/view_lesson_plan.asp?id+256</p> <p>Study Lyman Frank Baum's sequels to <i>The Wizard of Oz</i>. Determine what constitutes a sequel and design an outline for writing a sequel. Then after reading short stories of authors such as Jack London or Mark Twain, students use the sequel outline to write the sequel to a short story.</p> <p>Read Gwendolyn Brooks' poem "To Young Readers". Identify the metaphors the author uses to describe books. Use a similar format to create original poems that use metaphors to describe an ordinary object.</p> <p>Identify the reasons why businesses may be contacted. Choose a business that may be negatively responding to a social justice issue (underage employment, child exploitation, etc.).</p>

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • support a position acknowledging opposing views • apply rules for cooperative groups • participate in an informal debate • talk with others to identify and explore issues and problems • paraphrase, illustrate, clarify and/or expand on a topic or idea when asked • use visual aids, media and/or technology to support oral communication • give oral presentations to different audiences for various purposes sharing appropriate change in delivery and using language for dramatic effect • acknowledge a speaker through eye contact, and use appropriate verbal responses and questions to clarify the speaker's message • incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery • plan and participate in a mock job interview 	<p>In all class discussions, students incorporate speaking skills they have learned including taking turns, acknowledging the other person's opinion or contribution, asking clarifying questions, paraphrasing another person, making eye contact, and staying on the topic.</p> <p>The whole class will critique the class discussion and generate suggestions for improving the next discussion.</p>	<p>Students give opinions on a topic such as censoring music lyrics. Students speak one at a time and must respond to some statement made by the person who spoke just before them. Students acknowledge the person's opinion and then present their own with reasons to support it.</p> <p>A panel of students who are willing to participate in a discussion are set in a fish bowl set up. (The panel is in a circle in the middle and all other listeners are in an outside circle). One member of the panel randomly selects a teacher prepared statement such as "eighth graders need a curfew". The panel group discusses the topic among themselves while the observers listen. After the discussion, the observers make suggestions for a better discussion. Another group of students become the panel and try to implement the suggestions using a new topic.</p> <p>Students listen to a local business person describe a job s/he has for a teenager. Students participate in a job interview with the business person.</p>

All students will listen actively to information from a variety of sources in a variety of situations.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • demonstrate active listening by analyzing information, ideas and opinions to determine relevancy • listen to determine a speaker's purpose, attitude and perspective • integrate oral reading with listening, writing and viewing • critique information heard or viewed 	<p>Students develop questions to ask speakers to determine relevancy of what is said.</p>	<p>Students determine if certain products like alcohol or tobacco target specific ethnic or gender groups. Students develop a hypothesis and create an exhibit illustrating their claim. Students then determine if this is true in other countries by finding a partner school through E-Pals (http://www.epals.com/index3.htm) Or Global Schoolhouse (http://www.globalschoolhouse.com/) and compare results.</p> <p>Students apply the same analysis skills to determine a speaker's point of view.</p>

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • recognize and respond to visual and print messages of humor, irony and metaphor • discuss and compare values in visual and verbal advertising • evaluate media messages for credibility • analyze media content for emotional effect on audience 	<p>Students critique print and non-print materials for their promotion of truth, justice, freedom and solidarity.</p>	<p>Students gather examples of visual and print messages that contain irony, humor or metaphors. Students determine the meaning of the message and judge it for truth, justice, freedom and solidarity. <i>(Catechism of the Catholic Church, #2494)</i></p> <p>Students view a series of teacher-selected commercials and determine the emotional impact of the commercial on the viewer. Students discuss their reactions and respond to how the emotional reaction may differ with various people.</p>