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			WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
		<p>don't know what you have just read?</p> <p>Is it enough to just read the words or do you need more?</p>	<p>How to pay attention to sentence structure and punctuation to assist in comprehension</p> <p>How to determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources</p> <p>Read and understand written directions</p> <p>read unfamiliar text independently to collect and interpret data , facts, and ideas</p>	<p>When text doesn't make sense as read, go back and re-read for meaning</p> <p>Making predictions about a story based on title, picture clues, background knowledge</p> <p>Drawing conclusions</p> <p>KWL charts</p> <p>Draw inferences from text</p> <p>Complete a story map</p> <p>Re-tell a story paraphrasing both orally and in writing</p>	<p>Oral retells</p> <p>Q & A</p> <p>Formal and informal running records</p> <p>response to literature</p> <p>Reading logs</p>	<p>Sept-Oct.-Nov. and On-going</p> <p>Sept.</p>
Reading	How to select an appropriate level book	How do I know if a book is just right for me?	<p>How to use the five finger rule</p> <p>If a book matches their interest</p>	<p>Select an appropriate book at their level</p> <p>Select a book that they will complete</p>	Teacher Observation	Sept-Oct.-Nov. and On-going
Spelling	How to move from invented to conventional spelling	How do I spell words?	that words may be spelled differently from the sounds we hear(hear most sounds-we have vowel combinations)	<p>Students will be able to represent all the sounds in a word when spelling</p> <p>students will spell words correctly</p> <p>students will be able to spell high frequency words.</p> <p>use spelling patterns</p> <p>Spell correctly previously studied words</p>	written work test observations	Sept. and on going
Pre-reading strategies	<p>Story Mapping</p> <p>Setting a Purpose</p> <p>Identifying Character/Setting</p> <p>Setting a Purpose</p> <p>Compare and Construct</p>	How does previewing and making predictions help to understand, remember and appreciate a story?	<p>How to predict story elements</p> <p>How the illustrations offer clues to meaning</p> <p>Identify the character/setting</p> <p>Discuss the problem or situation</p>	<p>Make predictions about a story</p> <p>Do pictures walks to enable them to gather facts in a story</p> <p>Create a story map labeling the characters/setting/problem/solution</p> <p>Use a venue diagram</p>	Chart predictions	Dec. and ongoing
Responding to the literature	<p>Personal response</p> <p>Cooperative Response</p> <p>Summarizing the literature</p>		<p>Discuss story elements</p> <p>Locate key information using text</p>	Locate answers to given question by using the text	Write a retell using a summary of info found in text State a main idea and support it with facts and details.	Dec. and ongoing


Vocabulary	use of	does learning new	New vocabulary and its use	Match a new word with its meaning Use new vocabulary in a cloze sentence	Teacher observation	Dec. and ongoing
 <p><i>Your Special Edition complimentary use period has ended. Thank you for using PDF Complete.</i></p> <p>Click Here to upgrade to Unlimited Pages and Expanded Features</p>			How to locate information needed to solve a problem.	Locate and identify information in an informational text. Use media resources.	Teacher observation	February

COURSE: ELA

Grade Level: Second Grade

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Phonics	Decoding inflections Changing y to i	Does it make a difference in our message if we speak and write in the same tense?	Present tense and past tense useage changes the spelling of a word	Highlighted sample words in text.	Illustrations and written passages	Dec. and ongoing
Comprehension	Realism vs. Fantasy	What makes a story real? What makes a story fiction? How does making a mind picture help us understand and remember what we are reading?	A good reader/listener visualizes as he/she reads/listens.	Illustrate what they visualize. Later in the year put their visualizations into writing	Teacher made materials Sample writing activity	Dec. and ongoing
Critical thinking	Create new Characters/new Problem/setting etc. Character traits		storie have interesting characters and plots and the author has control of the story	Share ideas. Draw picture(s). Listen and respond to ideas of others	pictures writings observations conferences	January
Grammar/ Vocabulary	Pronouns/ Onomatopoeia Similes Context clues		Use text to locate words in onomatopoeia Use text to identify unknown words	Use onomatopoeia in their illustration Highlight words that demo. that form	Teacher observation	January
Phonics	Initial consonant clusters: str, scr, spr, shr		Brainstorm words that begin with the identified consonant clusters	Create a flip-flop chart using given word endings with the new consonant clusters	Teacher observation	January

GENERAL TOPIC	TOPIC	QUESTIONS	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing	Captions Poetry Friendly letter writing Data Facts Ideas from own experiences.	Why are captions important to pictures? What is poetry? How does a poem differ from a story? Before email and telephones, how did people communicate with friends and relatives far away?	Locate captions in magazines and text Discuss poems Use the proper format for writing a friendly letter. To share and experience with an audience.	Draw pictures with captions Write their own poems Write a letter to someone in the class using proper format. Write about a story they want to share with a friend. Write in complete sentences. Use proper English, punctuation, and spelling. Proper use of exclamation/question marks.	Drawings Complete poems Authentic letter written to a classmate edited and revised. Journal entries Test	January and ongoing
Pre-Reading Strategies	Review K/W/L for setting Purpose	How does what you already know get you interested in what you are going to read?	Pull from personal experiences what may be known about story content.	Complete a K/W/L chart	Chart	February and ongoing
Critical Thinking	Plot		Recognize that the plot is what happens in the story and usually begins with a problem	Define and locate the plot of a given story	Teacher material	February and ongoing

Phonics/  Click Here to upgrade to Unlimited Pages and Expanded Features	Possessive's r nouns suffixes: er, est and y, reviewing long vowel ee/ea analogies antonyms, synonyms, and homonyms	Why do we need to use <i>Your Special Edition complimentary use period has ended. Thank you for using PDF Complete.</i> Can words be pronounced the same, but have different meanings and spellings? What do we call words that have opposite meanings?	Use words that give better Descriptions and more information in sentences and understand the use of a capital letter when writing proper nouns	Write super-sentences using key descriptions words. Give detail descriptions of characters in a given story. Locate in text and use in sentences capital letters for proper nouns. Recognize the difference between a phrase and a sentence.	Journal super sentences Change plain-Jane sentences to a super sentence. Create riddles to describe someone/something using key words	February and on-going
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COURSE: ELA

Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing	Informational writing		How to write to transmit information	Write a short report of 2 paragraphs Brief summaries Graphs and charts Simple directions	Completed documents Develop and maintain portfolio	February
Writing	Writing Process		How to write following the writing process format: Prewriting, drafting, revising/proofreading, and publishing	Produce a piece of writing having followed the writing process.	writing portfolio literacy profile	October /on going
Writing	Penmanship/ Cursive writing		Correct letter formation on all script /cursive	Produce neat legible work	documents writing portfolio	Sept. / ongoing cursive- February




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COURSE: ELA

Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB- TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Comprehension	Classifying and comparing		understand that a describing word that ends with – er compares two things and that a describing word that ends with ---est compares more than two things	Use --er and –est in sentences that compare	teacher materials oral testing	February and on- going
Phonics, grammar, and vocabulary	Sight words Verbs that tell about now, verbs that tell about the past Quotation Marks vowel before r—ar, ir, ur er, or	Why do they call them sight words? Why do we need quotation marks when we write and not speak?	all 220 Dolch sight words Words in literacy profile Recognize when quotation marks are used in wrting	Read and spell sight words correctly Use quotation marks in their own writing	Teacher materials Testing: flash card recognition Journal entries using dialogue Teacher observation/small group or individually	March and ongoing

Comprehension	Summarize	What do you do when	Paraphrase a piece of literature	After modeling paraphrasing, they will use their own words to re-tell important parts of a given story/text	running records	March and ongoing
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	and opinion Identify main idea and supporting details Sequence details in a story Read and understand written directions		Read and Understand written directions			

COURSE: ELA

Grade Level: Second Grade

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Use of Reference Materials	Glossary and dictionary skills Alphabetical Order to the third letter	Does order matter What would happen if you could read a word but didn't know what it meant? What would happen if a dictionary or glossary were not in ABC order?	How to use a dictionary/glossary	Write a list of words in abc order to the third letter. Locate the definition of a key word using a glossary Use a dictionary for correct spelling.	Written: List of words test	March and ongoing
Prediction	"think aloud model"	Do you have a voice in your head that speaks to you when you read or listen to a story?	How they could ask questions as they are reading so they stay focused on meaning	Post-it notes to jot down questions as they read. Find answers using text	Observation	March and ongoing
Responding to literature	Critical thinking: characterization	Do characters in a story ever have feelings? Can story book characters be like a friend?	How to discuss personal opinions on characters in a story	Label attributes of main characters Students will participate in guided reading group.	Journal Log Reader/response	April and ongoing



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Phonics	variants /oo/ ui/ ue/ trigraph/dge/		like generalizations contractions	Brainstorm list of words that fit the spelling/phonics rule Match two words to the contractions made Match contraction with thier words	Teacher made materials	April and ongoing
Comprehension	drawing conclusion story elements text supported answers	How can I better understand what I read?	Locate text to validate answers	Read text where given answer is found. Interpret text Organize thought to produce logical paragraphs	Construct a paragraph with main idea and subtopics	April and ongoing
Reference Material	Dictionary/ Glossary	What type of book tells us how to spell a word?	Practice skills in using dictionary and glossary			April and ongoing

Course: ELA


Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB- TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Phonics	Decoding vowel variants (oo/oo, ou) final stable syllable /ble/ suffixes/ful /ness	Can letters or groups of letters make more than one sound?	understand the relationship between letters and sounds	Make up rhymes using /oo/ words read and write words with vowel variants oo,ew,oo,ue,ou,ui	word chains with vowel sounds teacher created assessments	April 2
Pre-reading strategies	story and concept maps	How can we make more sense out of what we read?	How to make and complete a graphic organizer	identify and interpret information represented in pictures, illustrations, graphic organizers , and other visual models	journals commercial tests running records	May

Responding to critical	critical	How can we make more	how to identify the elements of a play	act out a play	teacher observation	May
			organize thoughts to express themselves	share opinions about characters and state how their opinions change as the story progresses		
			use story clues and personal knowledge to draw conclusions	participate in literature circles		
Comprehension	drawing conclusions	How can we make more sense out of what we read?	Find synonyms for given words	locate information in a text needed to solve a problem	cloze procedure activities	May
			How to write short advertisements telling about a specific topic	produce clear, well organized and well developed explanations that demonstrate understanding of a topic	reader responses	
			compare and contrast ideas and information among several sources	read other versions of the same story and create a Venn diagram		


COURSE: ELA
Grade Level: Second Grade

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Responding to the literature	Summarizing literature Sequencing: Time order words Cartoons: speech balloons	How can we retell a story we have read without reading it again?	Key elements of story: How to form an opinion about the story	Write a friendly letter to the author telling what they liked or disliked about the story. Make suggestions about other story topics	Written letter	May and ongoing
Poetry		How does poetry differ from stories?				May and ongoing

Attending to	Following		How to read steps slowly identify clue words and ng proper sequence	Write directions to a given place without naming the place Complete a direction activity using sequencial order	Treasure map activity (cooperatively or alone) follow directions in receipe	May and ongoing
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	and non-fiction review : dictionary/ glossary skills	library?	ary books are group according to categories: alphabetical/author's last name; fiction/non-fiction location; biography Table of contents Index Chapter heading/subheadings to locate information	Enter new vocabulary in own dictionary	Know the elements of a story which makes it fiction/nonfiction	Locate 3 books in the classroom that belong to fiction/non- fiction category
CRITICAL THINKING	ROLE-PLAYING SOLUTIONS					May and ongoing

COURSE: ELA
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Phonics/ Grammar/ spelling/ vocabulary	Verbs, past/present compound words/ decoding: Inflections -es(f tov) -es, ed (y to i) vowel diphthong/ou/ ow		Enter new vocabulary in own dictionary			May and ongoing

Comprehension	review:		How to return to their k/w/l to see if what they anted to know was answered			May and Ongoing
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Comprehension	Main Idea/ details	How do we remember what we have read?	How to have a group dicussion about a piece of literature How to note details and cause and effects in a story How to construct their own question Recalling story parts to record on story map Write an informative letter in response to literature	Discuss in group and share their opinion of details/cause and effect/critical information Write questions for their partner to answer about a story Use: Beginning Middle Ending Construct a friendly letter to a main character	Listening/ Group dynamic skills Create own questions	June and ongoing
	Prior knowledge in discussions					
	Writing questions story maps					
	Writing Response: Imaginative					

COURSE: ELA
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Phonics/ grammar/ vocabulary	Review describing words intergrate new vocab. into a story collective nouns	If a group of lions is a pride, what is a group of whales?/_____/	Use all new vocab. in a well writte n story showing com- prehension and understanding of new words Extending vocabulary	Write a paragraph using new vocab. to show understanding of new words. Use glossary to find meaning of unknown words Name the collective nouns and match them to their partner	Writing journal teacher observations Teacher made materials/test	June and ongoing

Drama	Oral rereading		Select a piece of literature Read aloud to show the feeling of a given character trait. Courage/compassion/caring/responsibility/ respect/e	Know the character traits and find them in the story. Label trait and explain why or how this trait was shown	Oral drama	June and ongoing
			Listen to a short piece of literature. Take notes using graphic organizer	Use graphic organizer to answer question and retrieve information	ELA formatted: listening for primary	June and Ongoing
	using prior knowledge or experience Listening for environment sounds that provide information	What can I do on the computer?	Use software for reading and writing word processing	Use Computer software to support reading and writing Use spell check to correct spelling	observations work	Oct. and ongoing
Electronic Media		Why is it important to listen to others?	Appropriate listening manners Listen to speaker Respond appropriately	listen to others communicate with others	Observation	September and ongoing
Listening		Is there a correct way of speaking? Why?	Respond appropriately Listen for a reasonable amount of time	Use appropriate vocabulary Speak in a grammatically correct way Establish eye contact with speaker, audience. Express an opinion	observations conversation/conf erence	September and ongoing
Speaking						



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(Added to original from here)
COURSE: ELA (Reading)
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
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Genre- F F A S	Comprehension	What is realistic fiction? Your Special Edition complimentary use period has ended. Thank you for using PDF Complete.	Recognize elements of realistic fiction Recognize elements of a good adventure story	Identify parts of realistic fiction: characters, setting, plot, problem and solution Respond and identify to a variety of questions QAR technique	Discussion Teacher Observation Conferences Independent and Guided Reading	Sept./Oct. and On- going
Genre- Fiction Poetry	Fluency	How is poetry different from other writing?	Recognize and interpret different forms of poetry Recognize visual imagery Rhyming words can or cannot have the same letter pattern	Read, analyze and discuss a variety of poems Recognize new vocabulary words Understand rhyme, rhythm, simile, metaphor and onomatopoeia	Teacher Observation Group response Reader's response	Oct. and On- going

COURSE: ELA (Reading)
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Genre- Nonfiction Autobiograp hies / Biographies	Sequence of events	What is an autobiography? What is biography?	Autobiographies are stories one writes about their own life Biography are stories that someone else writes about someone's life	Distinguish the difference between autobiographies and biographies Recognize the elements of nonfiction / autobiography & biography	Completing organizers (web, timeline) Write brief summary	Dec

Genre- Nonfiction	Comprehension	What is a key idea?	How to identify a key idea How all features of nonfiction work together to provide information How to complete a KWL chart	Understand and interpret structure and language of nonfiction writing: articles, newspapers, magazines, books and electronic-based texts Distinguish between fact and opinion Synthesize information and take notes How to use a glossary, index and table of contents	Written report Group response Conference Shared reading tasks	April
Genre- Fiction Science Fiction / Fantasy	Comprehension strategy: Predicting outcomes Making inferences	What is science fiction? What is fantasy?	Recognize the characteristics of science fiction / fantasy writing Predict outcomes and make inferences	Identify the characteristics of science fiction / fantasy writing Use information from the story to predict outcomes and make inferences	Group response Shared reading Independent Guided reading	Jan
Genre- Fiction Mystery	Comprehension strategy: Drawing conclusions Cause and effect	What is a mystery?	Recognize the characteristics of mystery writing Use specific details to draw conclusions Understand cause and effect	Identify the characteristics of mystery writing Use clues from the story to solve the mystery Recognize the relationship between events in the story in order to draw conclusions	Group response Shared reading Independent Guided reading	March
Genre- Fiction Historical Fiction	Comprehension strategy: Authors viewpoint and purpose	What is historical fiction?	Differentiate between historical and fictional parts of the story	Identify historical and fictional parts of a reading	Complete graphic organizer	May
Genre- Fiction Plays	Reading strategy: Oral fluency and expression	What makes a play different from other writing?	Understand all components of a play Identify different characters in a play	Understand the format of a play and how it is different from other forms of writing Use voice and expression appropriate to the character	Readers theatre Performing a play	June




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COURSE: ELA (Reading)
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
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Genre- F F	Comprehension	How do illustrations to identify a story's plot	How pictures and text complement each other	Analyze how the illustrations contribute to the telling of a story Explain the plot of the story	Create a picture book Illustrate a story read aloud by the teacher	Nov
 <p><i>Your Special Edition complimentary use period has ended. Thank you for using PDF Complete.</i></p> <p>Click Here to upgrade to Unlimited Pages and Expanded Features</p>		Identify the features of a fable, myth and legend	Recognize the difference between a myth, fable and legend	Read a variety of fables, myths and legends and identify the lessons taught Make generalizations about how lesson could apply to their experiences Compare and contrast characters, plot and setting in 2 different stories with similar themes	Conference Group discussion Guided Reading Shared Reading Independent reading Complete Venn Diagram	Feb
Legends	connections Identify lesson or moral Making generalizations	How do fables, myth and legends teach a moral or lesson?	legend Recognize the lesson or moral taught			
<h1>Writing</h1>						
Writing Process	Understanding steps of writing process	What steps do good writers follow?	Steps of the writing process: Planning, drafts, revisions, editing, conferencing, final draft, publishing or presentations	Plan a piece using graphic organizers Transfer information from organizer to draft Use revision strategies to improve writing Edit for grammar, spelling, punctuation, Capitalization, sentence structure	Observation checklist Conference with teachers & peers	Sept - ongoing
Writing Process	Idea gathering	Where do authors get their ideas?	Purpose of daily journal and how to use one Purpose of writer's notebooks and how to use one	"Practice" generating ideas for writing Generate "seed" ideas in the notebook for future writing pieces	Teacher observation	Sept

COURSE: ELA (Writing) Grade Level: Second Grade

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing Process	Personal Narrative	How do authors use their "seed" ideas?	Select an idea from personal experience to create a story	Write a narrative with an introduction, body and conclusion Use revision strategies to improve their piece	Holistic rubric Writer's portfolio	Sept

Writing Process	Paragraph	Why is the main idea	That a paragraph has a topic sentence and supporting details sentences	Use a graphic organizer to organize ideas Develop a paragraph that has one main idea, at least three details that support the main idea	Writing samples Conferences with teacher Literacy profile	Oct - ongoing
 <p><i>Your Special Edition complimentary use period has ended. Thank you for using PDF Complete.</i></p> <p>Click Here to upgrade to Unlimited Pages and Expanded Features</p>			Write a short descriptive piece that appeals to the senses	Select a person, place or thing to describe Incorporate adjectives and adverbs into piece	Presentation Rubric Checklist	Oct
Writing Process	Picture Books	How do illustrations and text work together in a picture or alphabet book?	How to create text and coordinate illustrations	Analyze picture books and understand how illustrations and text coordinate create a story page by page create illustrations to support text	Rubric Oral presentation Author's Chair Checklist Conference	Nov

COURSE: ELA (Writing)
Grade Level: Second Grade

MAIN/GENERAL TOPIC	SUB-TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing Process	Letter Writing	How and why do you write letters?	How to write a friendly letter	Determine a purpose for the letter Include all parts correctly: heading, greeting, body and closing	Checklist Conference Rubric	Dec
Writing Process	Imaginative Writing	How do authors create an imaginative story?	Create an imaginative story that incorporates story elements	Develop a story plot including a problem and solution Develop characters with creativity	Checklist Conference Rubric Oral Presentation	Jan
Writing Process	Fables / Legends	How do authors teach a lesson through a fable or legend?	Compare and contrast a legend or fable to a personal experience	Identify the moral of a legend or fable Compare and contrast using a Venn Diagram	Venn Diagram Rubric	Feb

COURSE: ELA (Writing)
Grade Level: Second Grade

MAIN/ GENERAL TOPIC	SUB- TOPIC:	ESSENTIAL QUESTIONS:	WHAT THE STUDENTS WILL KNOW:	WHAT THE STUDENT WILL BE ABLE TO DO:	Assessments:	WHEN STUDENT DOES IT:
Writing Process	Persuasive Writing	What is persuasion? Why do authors use persuasive writing?	How to persuade to express ones point of view	Explain a point of view and support it with details Develop a personal voice Determine intended audience	Oral presentation Rubric Conference Checklist	March
Writing Process	Informational Writing	How do authors gather information?	How to gather important information from two or more sources of information	Locate and use library media sources Highlight and take notes Synthesize notes into writing piece	Oral presentation Project Rubric Conference	April
Writing Process	Compare and contrast writing	What are the similarities and differences in writing pieces?	How to compare and contrast two pieces of information or ideas	Identify similarities and differences and record on a Venn diagram Use information from Venn diagram to write a paragraph	Checklist Conference Rubric	May



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Writing Process	Poetry	How is poetry different from other kinds of writing?	Recognize different forms of poetry: Haiku, cinquain, free verse, etc. Poems use different forms of language	Analyze variety of poetry forms Create poems based on forms	Conference Checklist Oral Presentation Written samples	October and ongoing