

Month	Content	Skills	Assessment
	C. VOCABULARY (Prefixes and Base Words)	writing. C. Define, utilize, apply vocabulary correctly in written and oral communication.	B. Multi-format 20-30 question quiz/test demonstrating ability to correctly capitalize words in context. C. Multi-format worksheets and quizzes
October 2005	A.CONTINUED SHORT STORY UNIT B. NOVEL STUDY C. PUNCTUATION D. VOCABULARY (Base Words and Suffixes, Anglo-Saxon Affixes and Base Words) E. EXPOSITORY ESSAY	A.CONTINUED B. Identify, summarize, and reinforce literary elements in a fictional novel read in class. C. Apply punctuation rules to daily writing. D. Define, utilize, apply vocabulary correctly in written and oral communication. E1. Identify various types of expository writing. E2. Recognize the elements of an expository essay. E3. Compose an expository essay.	A1. Multi-format 25-50 question test over literary elements and short stories. B1. Multi-media product-based presentation outlining, explaining, summarizing literary elements B2. Comprehension quizzes(short answer, true/false) B3. Multi-format test (20-50 questions) demonstrating knowledge and comprehension of novel and its elements. C. Multi-format test/quiz demonstrating knowledge and ability to correctly punctuate writing. D. Multi-format worksheets and quizzes E1-E3. Written expository essay assessed using set rubric.

Month	Content	Skills	Assessment
November 2005	<p>A. NOVEL STUDY (CONT.)</p> <p>B. DRAMA: HISTORY OF DRAMA</p> <p>C. VOCABULARY (Roots and Word Families, Middle English Words and</p>	<p>A. Continued</p> <p>B1. Identify terms: aside, soliloquy, stage direction, tragedy, comedy, chorus, scene, act, summarize, flashback, history B2. Apply drama terms to a play. B3. Read and comprehend a drama B4. Memorize a dramatic scene.</p> <p>C. Define, utilize, apply vocabulary</p>	<p>A. Continue assessment if needed.</p> <p>B1. 15-question matching quiz over terms. B2. Informal teacher observation of application of terms through class discussion. B3. Multi-format test demonstrating knowledge and comprehension of drama and specific play studied. B4. Dramatic presentation/ rubric-based assessment</p>

Month	Content	Skills	Assessment
	Modern English Words) D. NOUNS E. PERSUASIVE ESSAY	correctly in written and oral communication. D. Define, identify, and utilize nouns correctly in writing. E. Compose a persuasive essay with organized thoughts, a clear understanding of purpose, and correct usage of transitional words.	C. Multi-format worksheets and quizzes D. Multi-format test (25-30 questions) demonstrating understanding and correct usage of nouns. E. Persuasive essay assessed using set rubric.
December 2005	A. DRAMA CONTINUED: HISTORY OF DRAMA B. VOCABULARY (Analyzing Roots, Base Words and Affixes) C. PRONOUNS	A. Continued B. Define, utilize, apply vocabulary correctly in written and oral communication. C. Define, identify, and utilize pronouns correctly in writing.	A. Continued B. Multi-format worksheets and quizzes C. Multi-format test (25-30 questions) demonstrating understanding and correct usage of pronouns.
January 2006	A. NOVEL STUDY B. VOCABULARY (Specialized	A1. Identify and explain symbolism in a novel. A2. Distinguish between 1st person and 3rd person point of view in a novel. A3. Recognize the mood, theme, irony, and tone throughout a novel. B. Continued	A1. Diagram depicting symbols and their meanings. A2. Product-based presentation depicting point of view. A3. Multi-format (25-50 questions) test demonstrating the understanding of mood, theme, irony, and tone in addition to basic comprehension of the novel. B. Continued

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	<p>Vocabulary, Words with Multiple Meanings, Synonyms, Antonyms)</p> <p>C. VERBS</p> <p>D. NARRATIVE WRITING</p>	<p>C. Define, identify, and utilize verbs correctly in writing</p> <p>D1. Distinguish between expository, persuasive, and narrative essay writing. D2. Develop and apply pre-writing strategies for narrative essays. D3. Create an outline for a narrative essay.</p>	<p>C. Multi-format test (25-30 questions) demonstrating understanding and correct usage of verbs.</p> <p>D1-D3. Narrative essay assessed using set rubric. D3. Outline, including beginning, middle, and end, of a narrative essay.</p>
<p>February 2006</p>	<p>A. TEST- TAKING STRATEGIES</p> <p>B. POETRY</p> <p>SUGGESTED POETS: Hughs, Frost, Dickinson, Angelou, Whitman, Sandberg, Shakespeare, Browning, Silverstein</p> <p>C. ADJECTIVE AND ADVERBS</p>	<p>A. Identify and apply test-taking strategies for standardized tests.</p> <p>B1. Recognize, locate, and give examples of: simile, metaphor, personification, onomatopoeia, alliteration, symbolism, allusion, rhyme, rhythm, sonnet, limericks, concrete, narrative, haiku, assonance, lyric, acrostic B2. Analyze and interpret the meaning of a poem.</p> <p>C. Define, identify, and utilize adjectives and adverbs correctly in writing</p> <p>D. Continued</p>	<p>A. Informal observation by teacher discussing various types of test-taking strategies. A. Tests created on homeroom.com</p> <p>B1. Informal classroom discussion. B1. Student-generated poetry collection assessed by rubric. B1. Matching quiz over poetry terms. B1- B2. Multi-format test (20-50 questions) measuring knowledge of and ability to identify poetic devices, and interpretation of meaning in poems.</p> <p>C. Multi-format test (25-30 questions) demonstrating understanding and correct usage of adjectives and adverbs.</p> <p>D. Continued</p>

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	D. VOCABULARY (Denotation, Connotation, Using a Thesaurus, Idioms, Metaphors, Similes)		
March 2006	<p>A. POETRY (Continued)</p> <p>B. PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS</p> <p>C. VOCABULARY (Compound Words, Homonyms)</p>	<p>A. Continued</p> <p>B. Define, identify, and utilize prepositions, conjunctions, and interjections correctly in writing</p> <p>C. Continued</p>	<p>A. Continued</p> <p>B. Multi-format test (25-30 questions) demonstrating understanding and correct usage of prepositions, conjunctions, and interjections. B. Informal observation by teacher during classroom discussion.</p> <p>C. Continued</p>
April 2006	A. ANNE FRANK	<p>A1. Point out dramatic elements during reading of play.</p> <p>A2. Comprehension of historical aspects of the Holocaust.</p> <p>A3. Identify historical era.</p> <p>A4. Compare and contrast teenage life then and now.</p>	<p>A1. Informal teacher observation during classroom discussions.</p> <p>A1. Matching quiz reviewing dramatic terms.</p> <p>A2-A3. Multi-media product-based presentation demonstrating knowledge of the Holocaust.</p> <p>A4. Venn diagram comparing and contrasting teenage life then and now.</p> <p>A5. Multi-format 25-50 question test measuring knowledge and comprehension of the play and historical era.</p>

Month	Content	Skills	Assessment
	<p>B. VOCABULARY (Homophones, Homographs, Analogies)</p> <p>C. PUBLIC SPEAKING</p>	<p>B. Continued</p> <p>C1. Select appropriate topic and identify target audience. C2. Locate resources, research topic, and organize ideas. C3. Develop elements of speech (introduction, body, and conclusion) C4. Compose and deliver speech.</p>	<p>B. Continued</p> <p>C1-C4. Oral speech assessed using teacher-generated rubric. C2-C3. Formal written outline and note cards. C1-C4. Multi-format quiz measuring knowledge of the elements of public speaking.</p>
<p>May 2006</p>	<p>A. NON-FICTION</p> <p>B. VOCABULARY (Strategies)</p> <p>C. PARTS OF SPEECH</p>	<p>A. Identify the purpose of different types of nonfiction text, such as to inform, to express, to influence, and to entertain.</p> <p>B. Apply vocabulary strategies learned throughout the school year.</p> <p>C. Review and apply rules of grammar.</p>	<p>A. Graphic organizer demonstrating knowledge of various types of nonfiction text</p> <p>B. Comprehensive, multi-format test measuring vocabulary skills.</p> <p>C. Comprehensive, multi-format end-of-year test</p>