



Curriculum Map 2004-2005

Woodward-Granger

Schaefer , Reid / Resource HS Reading / HS Requirement (Special Program)

Period	Essential Questions	Content	Skills	Students/ Practiced, Mastered	Standards/ Benchmarks	Activities Teaching in the Block	Assessment	Resources	
2004-2005	Reading Comprehension :	What is an inference? How do I make an inference? What's a prediction? Why is it important to make a prediction? How do you focus your reading? What are context clues? How do I use context clues to help me understand what I'm reading? How do I know if I've comprehended what I read? How can you identify the purpose for reading? How much background information do I have on the subject? How do I keep a constant check on my reading? What graphic organizers can I use to show my comprehension? How do I monitor my reading comprehension and so it so it becomes automatic? How do I know when I need to stop so I can use a fix-up strategy when I don't understand?	a.background information b.predictions c.inferences d.comprehension e.identifying the purpose f. Summarizing - HOTS g. Fact / Opinion - HOTS h. Compare / Contrasting - HOTS i. Cause / Effect - HOTS j. Author's Purpose - HOTS k. Figurative Language - HOTS l. Main Idea / Details - HOTS m. Fiction and Non-fiction - HOTS n. Context Clues - HOTS	1.make inferences 2.recognize cause and effect 3.make predictions about what is happening in stories 4.identify relationships 5.remember information from readings 6.discuss readings 7.classify related information 8.sequence events from stories 9.restate the story in your own words 10. Use context clues to determine meaning - HOTS 11. Identify Main Idea of article of fiction - HOTS 12. Identify Main Idea of article of non-fiction - HOTS 13. Identify Details of a passage that support Main Idea - HOTS 14. Determine Cause / Effect in a story - HOTS 15. Summarize in ten words what a passage said - HOTS 16. Determine whether a statement is a fact or an opinion _ HOTS 17. Identify words that signify an opinion - HOTS 18. Hypothesize an author's purpose for writing a story - HOTS 19. Compare and contrast two things - HOTS 20. Interpret figurative language to determine literal meaning -HOTS 21. Arrange sentences of a related passage in order with the details support the main idea - HOTS 22. Identify whether passages are fiction or non-fiction and tell two ways they knew	cber/3,5,6,21:p11-04 to 4/05 dk/3,5,6,21:p11-04 to 4/05 ab/3,5,6,21:p11-04 to 4/05 cs/3,5,6,21:p11-04 to 4/05 cbix/3,5,6,21:p1-05 to 4/05	8.1.1, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.3	Dictated Writings Active Reading Charts Inductive Thinking Cooperative Comprehension Vocabulary Activities Worksheets - creating word finds - creating crosswords - concept of definition maps - vocabulary word in center, identify off the center: synonym, definition, use word in a sentence - in four boxes identify: word;definition; iluustration; use in sentence	Dictated Writings Inductive Thinking Active Reading Charts Vocabulary Quizzes Cooperative Comprehension	Individual short stories(Helen Keller, Outcast of Poker flat, Interlopers, The Street, The Chaser, 100 Bucks of Happy, Forged by Fire, The Janitor's Boy, The Confrontation, On the Path of the Poltergiest, The Braclet, There are no Children, The Romance of a Busy Stockholder, Thank you Ma'am, Good Lord will Provide, Mr. Mannings Stech-Vaughn-- Language Exersizes CRISS Manual Steck-Vaughn - Cause and Effect workbooks Instructional Fair workbooks - Inferencing
	Reading Fluency :	How can I increase the speed at which I read? How does reading fueny help me?	A. Fluency B. Rate C. Smoothness	1. Demonstrate increased fluency through repeated readings	cber/1.p11-04 to 4/05 dk/1:p11-04 to 4/05 ab/1:p11-04 to 4/05 cs/1:p11-04 to 4/05 cbix/1:p1-05 to 4/05	5.1.2	Teacher listens as student reads aloud in class or one on one with the teacher Student will read from books which use most commonly	Observation of reading using a narrative/checklist Student progress chart Tape recording of student reading	*Narrative or checklist describing appropriate oral reading behaviors *Level-appropriate reading material *AEA fluency probes

used sight words
Student and teacher or student and student do
Echo reading
Students read fluency probes once a week and chart their own progress
Students tape record themselves reading a passage then listen to check their fluency

Tape recorder and tapes

Vocabulary :	How can I figure out the meaning of a word I don't know? What are the words I will read most often? What words will I need to know the meaning of for this selection?	A. Context Clues - HOTS B. "How to Figure Out an Unknown Word" Plan: - LS 1) Read on past the word to the end of the sentence. 2) Go back and get the word started by saying the first letter. 3) Look for small words you know in the word. 4) Think: what would make sense in the sentence? 5) Use the clues the rest of the paragraph gives you. What is a word that starts like that that means about the same? C. CRISS Strategies (Word Mapping) D. Word Parts: Prefixes, Suffixes, Base Words E. High-Frequency words	1) Read high-frequency words in isolation and in context 2) Spell high-frequency words 3) Decode multi-syllabic words with known word parts 4) Use a dictionary to look up known words 5) Chose the correct word to complete a sentence (cloze) 6) Spell High-frequency words 7) Select synonyms for given words from words given or provide a synonym of their own for a particular word - HOTS 8) Select antonyms for given words from words given or provide a synonym of their own for a particular word - HOTS 9) Select homonyms for given words from words given or provide a synonym of their own for a particular word - HOTS 10) Complete a word map by giving the definition of a word, a synonym of it, an antonym of it, and write a sentence or draw a picture of it to illustrate understanding of the word	cber/4,10:p11-04 to 4/05 dk/4,10:p11-04 to 4/05 ab/4,10:p11-04 to 4/05 cs/4,10:p11-04 to 4/05 cbix/4,10:p1-05 to 4/05	(R/LA) 5.2.5 5.2.6 5.1.1	CRISS Strategies Word Posters Numbered Head Vocabulary Drill Various cloze sheets	Indepent Vocabulary Tests Writing Samples High-Frequency Word Spelling tests Informal Cloze sentence activities	Reading Level-appropriate texts and books Copies of Word Maps for students to use Notecards/ Recipe Boxes
Conventions :	How can I make sure all of my words are spelled correctly? Did I punctuate accurately? Have I capitalized everything that needs to be capitalized? How can I tell if there are there are any errors in grammar or usage? What should correct paragraphing look like? How can I use	1. Spelling of common and difficult words 2. Punctuation is accurate or creative 3. Capitalization 4. Grammar and Usage 5. Paragraphing 6. Manipulates conventions for style	1. Spells even difficult words correctly 2. Use Punctuation accurately 3. Uses proper capitizational rules 4. Follows grammana and usage rules 5. Uses paragraphing accuratley 6. Uses conventions to add style	cber/p11-04 to 4/05 dk/p11-04 to 4/05 ab/p11-04 to 4/05 cs/p11-04 to 4/05 cbix/p1-05 to 4/05 rw/p1-05 to 4/05	8.5.1 8.5.2 8.5.3 8.5.4	Individual Writing Samples	Quizzes Individual Writing Samples Steck-Vaughn Language Exercises Dictated Writing 6+1 Traits Rubric	Steck-Vaughn Language Exercises Dictated Writing Prompts/Stories 6+1 Traits Rubric

conventions to
add style?

Ideas :	What makes quality details? How can I use details to support the main ideas? Where can I acquire knowledge enough to write? What questions will my reader have? How do I show insight in this piece of writing?	1. Topic is narrow and manageable 2. Revelant, quality details 3. Reasonably accurate details support main ideas 4. Writer writes from knowledge or experience 5. Reader's questions are anticipated and answered 6. Insight	1. Selects a topic that is narrow and manageable 2. Chooses revelant, quality details 3. Uses reasonably accurate details to support main ideas 4. Writes from knowledge or experience 5. Anticipates and answers reader's questions 6. Shows Insight		Weekly writing probes Dictated Writing Assignments	6+1 Traits of Writing (Theory and Practice) Rubrics and selected examples
Organization :	How can I make my introduction/ conclusion seem interesting? What makes transitions thoughtful? How can I tell if a sequence is logical? What can I use to keep my pacing well-controlled How can I create a title that is original?	1. An inviting introduction/ satifying conclusion 2. Thoughtful transitions 3. Sequence logical 4. Pacing is well-controlled 5. Title is original and captures a central theme 6. Organization flows smoothly	1. Creates an inviting introduction/ satifying conclusion 2. Use thoughtful transitions 3. Forms a sequence that is logical 4. Places a pacing that is well-controlled 5. Manufactures a title that is original and captures a central theme 6. Chooses an organization so it flows smoothly	8.4.2 8.4.3 8.4.6	Writing Rubric Dictated Writing assignments	6+1 Traits of Writing rubrics and selected examples
Presentation :	Does my handwriting show a consistnt slant, clearly formed letters, and uniform spacing? What would appropriate font/size look like? How does the white space add to my work? What good is a title? How can I integrate text, illustrations, charts, maps, and tables?	1. Handwritten papers (slant consistent, letters clearly formed, spacing uniform) 2. Word processed (appropriate font/ size 3. Propper use of white space 4. Title, side heads, page numbering, style sheet 5. Integration of text, illustrations, charts, maps, tables	1. Handwrites with consistent slant, letters clearly formed, and uniform spacing 2. Uses appropriate font/size 3. Uses white space accurately 4. Uses title, side heads, and page numbering 5. Integrates text, illustrations, charts, maps, and tables		6+1 Traits Rubic Dictated Writing Individual Writing samples	6+1 Traits of Writing Rubrics Selected examples from 6+1
Word Choice :	How can I use striking words? What forms language and phrasing that is natural? How can I give my verbs life? How can I show word choice clarifying understanding? Why do precise words matter?	1. Words are specific and accurate 2. Striking words 3. Language and Phrasing is natural 4. Lively verbs 5. Choice clarifies understanding 6. Precision is obvious	1. Uses specific words. 2. Chooses striking words. 3. Uses language and phrasing that is natural. 4. Chooses lively verbs. 5. Choosing words that clarify understanding.		6+1 Word Choice Rubric Dictated Writing Assignments	6+1 Traits of Writing Selected examples
Sentence Fluency :	How can sentences enhance the	1. Sentences enhance meaning 2. Sentences vary	1. Constructs sentences that underscore and		6+1 Traits Sentence Fluency Rubric	6+1 Traits of Writing Selected

	meaning of my selection? How can I make my sentence lengths vary? Why should I have varied sentence beginnings? Why should I have appropriate connectives? Have I thought about the sounds of words?	in length 3. Purposeful and varied sentence beginnings 4. Creative and appropriate connectives 5. Word sounds and meaning	enhance meaning 2. Varies sentence length and stucture 3. Adds originality and engergy with purposeful and varied sentence beginnings 4. Uses creative and appropriate connectives between sentences 5. Thinks about the sound of words and the meanings	Dictated Writing Assignments	Examples from 6+1
Voice :	How can tone add interest? What do I do to make the reader feel a strong interaction? What risks have I taken in writing? What have I done to show that my persuasive writing reflects a commitment? What makes narrative writing personable and honest?	1. tone adds interest 2. reader feels a strong interaction 3. writer takes a risk by revealing who he/she is 4. expository or persuasive writing reflects a commitment 5. narrative writing is honest and personable	1. Involves a tone that adds interest 2. Makes the reader feel a strong interaction 3. Takes a risk by revealing who he/ she is 4. Reflects a commitment in expository or persuasive writing 5. Uses narrative writing that is honest and personable	Dictated Writing assignments Voice Rubric	6+1 Traits of Writing Rubrics and selected examples