

Topic, Unit, Theme or Process Taught	Maine LEARNING RESULT Links (Standard and PI)	Strategies/Skills/Concepts/Secure Goals By the end of this grade level or course, learners will be able to:	Resources (Complete bibliographic form for required texts or resources and lists of supplementary resources)	Assessments and Major Assignments (Tests, quizzes, projects, papers, homework, labs, etc.)
Drama	<p>Interconnected Elements: A1 e</p> <p>Literary Texts A2 b, d, e</p>	<p>Understand character through dialogue</p> <p>Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetic</i>s, and <i>fluency</i>. (L)</p> <ul style="list-style-type: none"> e. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L) <p>Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction</i>, <i>nonfiction</i>, <i>drama</i>, and <i>poetry</i>, using excerpts from the text to defend their assertions.</p> <ul style="list-style-type: none"> b. Evaluate the <i>theme</i> or <i>themes</i>, whether explicitly stated or implied, in a literary text. d. Analyze external and internal <i>conflicts of characters</i>. e. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text. 	<p>12 Angry Men Julius Caesar Questions & Form in Literature</p>	
Writing	<p>Interconnected Elements B1 c, d, e</p>	<p>Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective and <i>style</i> to communicate with target audiences for specific purposes.</p> <ul style="list-style-type: none"> c. Revise drafts to improve synthesis of information from sources ensuring that the <i>organizational structure</i>, perspective and <i>style</i> are effective for the targeted audience and purpose. d. Edit for correct grammar, usage and mechanics. e. Create <i>legible</i> final drafts. 		5 paragraph theme

<p>Self-Selected Reading (all year long)</p>	<p>Interconnected Elements A1e</p> <p>Literary Texts A2 a-d</p>	<p>Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetic</i>s, and <i>fluency</i>. (L)</p> <p>f. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)</p> <p>Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction</i>, <i>nonfiction</i>, <i>drama</i>, and <i>poetry</i>, using excerpts from the text to defend their assertions.</p> <p>a. Analyze the difference between <i>first- and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.</p> <p>b. Evaluate the <i>theme</i> or <i>themes</i>, whether explicitly stated or implied, in a literary text.</p> <p>c. Identify and compare and analyze recurring themes across works.</p> <p>d. Analyze external and internal <i>conflicts of characters</i>.</p>	<p>Need book</p>	<p>Response Journals</p>
<p>Grammar Usage (all year long)</p>	<p>Interconnected Elements B1 d</p> <p>Grammar & Usage D1 a-c (Gr. 3-5/6-8)</p>	<p>Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective and <i>style</i> to communicate with target audiences for specific purposes.</p> <p>d. Edit for correct grammar, usage and mechanics.</p> <p>(Gr. 3-5)</p> <p>Students use the parts of speech, and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. (L)</p> <p>b. Use simple, compound, and complex sentences. (L)</p> <p>(Gr. 6-8)</p> <p>Students manipulate the parts of speech effectively and employ a variety of sentence structures to</p>	<p>Grammar/Usage Texts</p>	

	Mechanics D2 a	<p>communicate.</p> <ol style="list-style-type: none"> Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions and interjections correctly. (L) Use compound complex sentences. Use active and passive voices effectively. <p>Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.</p> <ol style="list-style-type: none"> Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, <i>context</i>, and audience. 		
Novel	Interconnected Element A1 a-c	<p>Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>. (L)</p> <ol style="list-style-type: none"> Use a flexible range of before, during, and after <i>reading strategies</i> to deepen their understanding of the author's message. (L) Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes. (L) Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings. 	Need new novels	Oral presentation
Self Select	Speaking E2 a,b,d	<p>Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <ol style="list-style-type: none"> Choose and present appropriate information logically. Apply conventions of <i>Standard American English</i> to suit audience and purpose.. Determine appropriate media, relevant to audience and purpose, that extend and support 	Self selected book	
Vocabulary	Interconnected Element A1 b,c,d	<p>Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>. (L)</p> <ol style="list-style-type: none"> Demonstrate ownership of appropriate 	PSAT Workbook Teacher Made/Choice Resources	

		<p>vocabulary effectively using a word in different modes and for different purposes. (L)</p> <p>c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.</p> <p>d. Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.</p>		
Short Story Unit	Literary Text A2 a-e	<p>Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using excerpts from the text to defend their assertions.</p> <p>a. Analyze the difference between <i>first- and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.</p> <p>b. Evaluate the <i>theme or themes</i>, whether explicitly stated or implied, in a literary text.</p> <p>c. Identify and compare and analyze recurring themes across works.</p> <p>d. Analyze external and internal <i>conflicts of characters</i>.</p> <p>e. Determine the effects of common <i>literary devices</i> on the <i>style and tone</i> of a text.</p>	<p><u>The Language of Literature</u> McDougal Littell</p> <p><u>Appreciating Literature</u></p>	
Poetry	Literary Text A2 f,g	<p>Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using excerpts from the text to defend their assertions.</p> <p>f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction, figurative language, repetition, and rhyme</i>.</p> <p>g. Compare types of <i>poetry</i>. (L)</p>	<u>The Language of Literature</u>	Student writing of style