Key Learning:
- How to effectively inform an audience through written informational pieces
- How a writer uses persuasive language to effectively convince the audience

Unit Essential Question(s):
How do writers effectively inform their audience through informational pieces?
How do writers use persuasive language to effectively convince the audience?

Concept:
- **Sentences**
  - Lesson Essential Question(s):
    - What are the qualities of a correctly written sentence? (A)
    - What four sentence types enhance writing and how are these sentences written? (A)

Concept:
- **Paragraphs**
  - Lesson Essential Question(s):
    - What are the components of a paragraph that is written in an effective manner? (A)

Concept:
- **Generic Structure of Multi-paragraph essay**
  - Lesson Essential Question(s):
    - What is the generic structure of a multi-paragraph informational essay and how is this structure developed to create an effective essay? (A)
    - What is the generic structure of a multi-paragraph persuasive essay and how is this structure developed to create an effective essay? (A)

Vocabulary:
- **Sentences**:
  - Fragment, Subject, predicate, independent clause, dependent clause, subordinate clause, simple sentence, compound sentence, complex sentence, compound-complex sentence, conjunction, run-on sentence
- **Paragraphs**:
  - main idea, topic sentence, support sentences, FRED (facts, reasons, examples, details), concluding (clincher) sentence
- **Generic Structure of Multi-paragraph essay**:
  - generic structure, thesis, restatement, transitions, thesaurus, attention getter/hook
<table>
<thead>
<tr>
<th>Concept:</th>
<th>Domain Scoring Guide</th>
<th>Concept:</th>
<th>Advertising/Propaganda</th>
<th>Concept:</th>
<th>Parts of Speech</th>
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</thead>
<tbody>
<tr>
<td>Lesson Essential Question(s):</td>
<td>What are the five domains of writing that are assessed and what does each represent? (A)</td>
<td>Lesson Essential Question(s):</td>
<td>What techniques are used to influence people to buy certain products, and believe and/or do certain things? (A)</td>
<td>Lesson Essential Question(s):</td>
<td>What are the eight basic parts of speech and how does each of these parts of speech affect the meanings conveyed in written and spoken usage? (A)</td>
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<tr>
<td>Vocabulary:</td>
<td>focus, content, organization, style, conventions</td>
<td>Vocabulary:</td>
<td>propaganda, advertising, bandwagon, name-calling, just plain folks, testimonial, rewards, red herring, emotional appeal, repetition, sweeping generalization (stereotyping), circular argument, appeal to numbers, facts, or statistics, slogan, target audience, icon, jingle</td>
<td>Vocabulary:</td>
<td>noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, active and passive voice, verbals, gerunds, participles, infinitives, mood of verbs, indicative, interrogative, imperative, conditional, subjunctive</td>
</tr>
<tr>
<td>Concept:</td>
<td>Conventions</td>
<td>Lesson Essential Question(s):</td>
<td>What are conventions and how are they used properly? (A)</td>
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<tr>
<td>Vocabulary:</td>
<td>ellipsis, dash, comma, subject-verb agreement, prounoun-antecedent agreement</td>
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<td>Additional Information:</td>
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<td>Attached Document(s):</td>
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</tbody>
</table>
Concept: Sentences

- Fragment
- Subject
- predicate
- independent clause
- dependent clause
- subordinate clause
- simple sentence
- compound sentence
- complex sentence
- compound-complex sentence
- conjunction
- run-on sentence

Concept: Paragraphs

- main idea
- topic sentence
- support sentences
- FRED (facts, reasons, examples, details)
- concluding (clincher) sentence

Concept: Generic Structure of Multi-paragraph essay

- generic structure
- thesis
- restatement
- transitions
- thesaurus
- attention getter/hook

Concept: Domain Scoring Guide

- focus
- content
- organization
- style
- conventions

Concept: Advertising/Propaganda

- propaganda
- advertising
- bandwagon
- name-calling
- just plain folks
Vocab Report for Topic: 1. Writing

Subject(s):

testimonial -
rewards -
red herring -
emotional appeal -
repetition -
sweeping generalization (stereotyping) -
circular argument -
appeal to numbers, facts, or statistics -
slogan -
target audience -
icon -
jingle -

Concept: Parts of Speech

noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection, active and passive voice, verbals, gerunds, participles, infinitives, mood of verbs, indicative, interrogative, imperative, conditional, subjunctive -

Concept: Conventions

ellipsis, dash, comma, subject-verb agreement, pronoun-antecedent agreement -
2. Drama

**Key Learning:** How authors create an effective dramatic piece.

**Unit Essential Question(s):** How do authors create an effective dramatic piece?

**Concepts:**
- **Setting**
- **Dramatic Plot**
- **Compare and Contrast**
- **Characterization**
- **Different Ways of Making Meaning**

**Lesson Essential Question(s):**
- What was the setting for *The Diary of Anne Frank*, and what world events were influencing the life of people living during that time?
- What story/lessons are revealed as you read *The Diary of Anne Frank* and how does the author convey the messages? (A)
- In *The Diary of Anne Frank* how does the story from the literature book compare and contrast with the drama as presented on the DVD? (A)
- What are the main components an author uses to create characterization and how do these things work together to create the personality of a character? (A)
- When watching presentations of drama, what are the ways in which "meaning" is conveyed to the audience? (A)

**Vocabulary:**
- Setting
- Literary devices, flashback, irony, point of view, mood, direct quotation
- Characterization, direct quotation
- Physical traits, personality traits, characteristic of environment, characters, scene

**Additional Information:**

**Attached Document(s):**
Concept: Setting
setting -

Concept: Dramatic Plot
literary devices -
flashback -
irony -
point of view -
mood -
direct quotation -

Concept: Compare and Contrast
compare/contrast -
Venn Diagram -

Concept: Characterization
characterization -
direct quotation -

Concept: Different Ways of Making Meaning
physical traits, personality traits, characteristic of environment, characters, scene -
**Key Learning:** That writers must conduct research and convey findings.

**Unit Essential Question(s):**

How do writers research and convey findings?

**Concept:**

**Plan and Locate**

Lesson Essential Question(s): How do writers locate information using appropriate sources? (A)

Why is background information important and how do I organize my research? (A)

**Use**

Lesson Essential Question(s): How do writers cite and organize the gathered information and either paraphrase or quote it using graphic organizers. (A)

**Show**

Lesson Essential Question(s): How do writers create a presentation based on solid research using modern technology? (A)

**Vocabulary:**

- primary source
- secondary source
- digital sources
- print
- credible, database, PLUSS, focus areas, databases, library guides (LibGuides)
- works cited, online resource, plagiarism, citations
- terminology relevant to media source utilized, Prezi, Screenr

**Self Reflect**

Lesson Essential Question(s): How do writers improve their research and presentation skills? (A)

**Vocabulary:**

**Additional Information:**

**Attached Document(s):**
Concept: Plan and Locate

- primary source
- secondary source
- digital sources
- print
- credible
- database
- PLUSS
- focus areas
- databases, library guides (LibGuides)

Concept: Use

- works cited
- online resource
- plagiarism
- citations

Concept: Show

- terminology relevant to media source utilized
- Prezi, Screenr
Key Learning: Authors convey meaning through their writing

Unit Essential Question(s): How do authors convey meaning through their writing?

Concept: Figurative Language
Lesson Essential Question(s): What is imagery and how does it contribute to the mood of a story? (A)
Vocabulary: imagery, mood

Concept: Question Types/Thinking Strategies
Lesson Essential Question(s): What are some different types of questions and how do a variety of thinking skills help people answer questions? (A)
Vocabulary: detail, chronology, inference, conclusion, main idea, multiple-meaning word, vocabulary development, character, fact/opinion, author's purpose, graphic sources, cause/effect, problem/solution, generalization, mood

Concept: Connections between texts
Lesson Essential Question(s): What connections can be made within the text of a novel and between texts? (A)
Vocabulary: characterization, analogy, analyze text, point of view, fact/opinion, inference, conclusion, problem/solution, generalization, multicultural awareness, theme, dynamic character

Concept: Literary Devices
Lesson Essential Question(s): How are literary devices used to enhance a story? (A)
Vocabulary: foreshadowing, suspense, irony, inference, narrator, chronological order, personification, dialect, plot twist
Concept: Figurative Language

imagery, mood -

Concept: Question Types/Thinking Strategies

detail, chronology, inference, conclusion, main idea, multiple-meaning word, vocabulary development, character, fact/opinion, author's purpose, graphic sources, cause/effect, problem/resolution, generalization, mood -

Concept: Connections between texts

characterization, analogy, analyze text, point of view, fact/opinion, inference, conclusion, problem/solution, generalization, multicultural awareness, theme, dynamic character -

Concept: Literary Devices

foreshadowing, suspense, irony, inference, narrator, chronological order, personification, dialect, plot twist -
Key Learning: Authors convey meaning through their writing

Unit Essential Question(s): How do authors convey meaning through their writing?

Lesson Essential Question(s):
- What is summarization; why is it important and what skills are needed in order to summarize? (A)
- How do I create a page for a recipe book on which I present a favorite recipe and convey an anecdote of a fond memory relating to that recipe? (A)
- What connections can be made between the text of a nonfiction documentary, a nonfiction book and a dramatic representation? (A)

Vocabulary:
- main idea, relevant details, summarizing
- anecdote, chronological order, Microsoft Publisher
- segregation, integration, nonfiction, documentary, drama, text structure, chronological order, captions, boycott

Lesson Essential Question(s): What kinds of connections can be made between the texts of various genres? (A)

Vocabulary:
- author's purpose, analyze text, point of view, fact/opinion, essential-nonessential information, inference, conclusion, problem/solution

Additional Information:

Attached Document(s):
Concept: Summarization
main idea, relevant details, summarizing -

Concept: Writing Directions
anecdote, chronological order, Microsoft Publisher -

Concept: Connections between differing medias
segregation, integration, nonfiction, documentary, drama, text structure, chronological order, captions, boycott -

Concept: Connections between texts
author's purpose, analyze text, point of view, fact/opinion, essential-nonessential information, inference, conclusion, problem/solution -
Topic: 6. Poetry

Subject(s):  

Key Learning: Poetry conveys meaning through the use of various forms and literary devices.

Unit Essential Question(s): How does poetry convey meaning and what components are used in various genres to convey that meaning?

Concept:
- Figurative language
- Types of Poetry
- Sound and Meaning

Lesson Essential Question(s):
- How do writers use figurative language? (A)
- How is haiku written in a manner that reflects both the traditional format and an understanding of the relationship between haiku and both Japanese culture and nature? (A)
- What is the format of free verse poetry? (A)

Vocabulary:
- simile, metaphor, hyperbole, personification, symbolism, imagery, alliteration, onomatopoeia
- haiku, kigo, free verse, rhyme pattern, rhythm, meter
- rhyme, consonance, assonance

Additional Information:

Attached Document(s):
Concept: **Figurative language**

- simile -
- metaphor -
- hyperbole -
- personification -
- symbolism -
- imagery -
- alliteration -
- onomatopoeia -

Concept: **Types of Poetry**

- haiku -
- kigo -
- free verse, rhyme pattern, rhythm, meter -

Concept: **Sound and Meaning**

- rhyme -
- consonance -
- assonance -
**Key Learning:** Independent reading allows the reader to make personal connections to text.

**Unit Essential Question(s):**
When I read a book, how can I make personal connections to the text?

**Concept:**
**Narrative Elements**

**Lesson Essential Question(s):**
How does the book’s characters, setting, plot, theme, rising and falling action, and climax allow the reading to connect to the text? (A)

How do I communicate a book’s impact to other people? (A)

**Vocabulary:**
characters, setting, plot, theme, climax, rising action, falling action, characterization, personal connection

**Additional Information:**

**Attached Document(s):**
Vocab Report for Topic: Independent Reading

Concept: Narrative Elements

characters, setting, plot, theme, climax, rising action, falling action, characterization, personal connection -