

Time Line	Strand & Concept	Performance Objective	Activity/Lesson	Resources & Technology	Assessment	
All Year	Strand 1: Writing Process Concept 1: Pre-writing	PO 1. Generate ideas through a variety of activities (e.g., brainstorming, <b>graphic organizers</b> , drawing, writer's book, group discussion, material).				
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.				
		PO 3. Determine the intended audience of a writing piece.				
		PO 4. Use organizational strategies (e.g., <b>graphic organizer</b> , <b>KWL chart</b> , log) to writing.				
		PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.				
		PO 6. Use <b>time management strategies</b> , when appropriate, produce a writing product in a set time period.				
	Strand 1: Writing Process Concept 2: Drafting	PO 1. Use a <b>prewriting plan</b> to develop a draft with <b>main idea(s)</b> and supporting details.				
		PO 2. Organize writing into a logical sequence that is clear to the audience.				
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	Strand 1: Writing Process Concept 3: Revising	PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency.			
		PO 2. Add details to the draft to more effectively accomplish the purpose.			
		PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.			
		PO 4. Use a combination of sentence structures (i.e., <b>simple, compound</b> ) to improve sentence fluency in the draft.			
		PO 5. Modify word choice appropriate to the application in order to enhance the writing.			
		PO 6. Apply appropriate tools or strategies (e.g., <b>peer review, checklists, rubrics</b> ) to revise the draft.			
		PO 7. Use resources and reference materials to select more precise vocabulary.			
	Strand 1: Writing Process Concept 4: Editing	PO 1. Identify punctuation, spelling, and grammar and correct usage errors in the draft. (See Appendix 2)			
		PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.			
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	Strand 1: Writing Process Concept 4: Editing (cont.)	PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.			
		PO 4. Apply appropriate tools e.g., <b>peer review, checklists, rubrics</b> ) to edit the draft.			

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	Strand 1: Writing Process Concept Publishing	<p>PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.</p> <p>PO 2. Share the writing with the intended audience</p> <p>PO 3. Use margins and spacing to enhance the final product.</p> <p>PO 4. Write legibly.</p>			
	Strand 2: Writing Elements Concept 1: Ideas and Content	<p>PO 1. Express ideas that are clear and directly related to the topic.</p> <p>PO 2. Provide content and selected details that are well-timed to audience and purpose.</p> <p>PO 3. Use relevant details to provide adequate support for the ideas.</p>			
	Strand 2: Writing Elements Concept 2: Organization	PO 1. Use a structure that fits the type of writing (e.g., letter, <b>narrative</b> , lines of . . . (See Strand 3)			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 2: Writing Elements Concept 2: Organization (cont.)	<p>PO 2. Create a beginning that captures the reader's interest.</p> <p>PO 3. Place details appropriately to support the <b>main idea</b>.</p>			

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		PO 4. Use a variety of transitional words that creates both connections between			
		PO 5. Create an ending that provides a sense of <b>resolution</b> closure.			
		PO 6. Construct a paragraph that groups sentences around a topic.			
	Strand 2: Writing Elements Concept 6: Conventions	PO 1. Use capital letters for: proper nouns ( i.e., names, days, months) titles names of place abbreviations library titles (i.e., book, poem)			
		PO 2. Punctuate endings of sentences using: periods question marks exclamation points			
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	Strand 2: Writing Elements Concept 6: Conventions (cont.)	PO 3. Use commas to punctuate: i. items in a series greetings and closings of letters dates introductory words			
		PO 10. Use resources (e.g., dictionaries, <b>word walls</b> ) to spell correctly.			

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		PO 11. Use paragraph breaks to indicate an organizational structure.			
		PO 12. Use the following parts of speech correctly in simple sentences: nouns action verbs personal pronouns adjectives prepositions			
		PO 13. Use subject/verb agreement in <b>simple</b> and <b>compound sentences</b> .			
	Strand 3: Writing Applications Concept 3: Functional	<i>PO 1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, maps, graphs/tables).</i>	Pen Pal Letters Thank You Letters (After All Field Trips)	Houghton Mifflin English ( West Sedona) Letter Writing Poster	6-Traits Teacher-Peer Evaluation
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	Strand 3: Writing Applications Concept 3: Functional (cont.)	<i>PO 2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations</i>		Writer's Express-Write Source Graphic Organizers	

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		<i>PO 3. Address an envelope for correspondence that includes: an appropriate return address in appropriate recipientess</i>			
<b>Trimester I</b>	Strand 3: Writing Applications Concept 1: Expressive	<p><i>PO 1. Write a narrative based on imagined or real events, observations, or memories that includes:</i></p> <ul style="list-style-type: none"> <li><i>characters</i></li> <li><i>setting</i></li> <li><i>story details</i></li> <li><i>language</i></li> <li><i>sequence of events</i></li> </ul> <p><i>PO 2. Write in a variety of expressive forms (e.g., poetry, drama) that may employ:</i></p> <ul style="list-style-type: none"> <li><i>figurative language</i></li> <li><i>metaphor</i></li> <li><i>rhyme</i></li> <li><i>dialogue</i></li> <li><i>characterization</i></li> <li><i>point of view</i></li> </ul>	Interview Parents (1st Week) Tell a Story About Yourself		
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 3: Writing Applications Concept 2: Expository	<p><i>PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.</i></p> <p><i>PO 2. Write an expository paragraph that contains:</i></p> <ul style="list-style-type: none"> <li><i>a topic sentence</i></li> <li><i>supporting details</i></li> <li><i>relevant information</i></li> </ul> <p><i>PO 3. Write in a variety of expository forms (e.g., essay, summary, newspaper article, reflective paper, log, journal).</i></p>			

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	Strand 2: Writing Elements Concept : Voice	<p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of originality, sincerity, liveliness, humor appropriate to topic and type of writing.</p>			
	Strand 2: Writing Elements Concept : Word Choice	<p>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</p> <p>PO 2. Use descriptive words and phrases that energize the writing.</p> <p>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</p>			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 2: Writing Elements Concept : Word Choice (cont.)	<p>PO 4. Use <b>literal</b> and <b>figurative language</b> in a variety of ways (e.g., imitating, using new words, <b>rhyming</b>), though may be inconsistent or intentional.</p>			
	Strand 2: Writing Elements Concept : Sentence Fluency	<p>PO 1. Write <b>simple</b> and <b>compound sentences</b>.</p> <p>PO 2. Write sentences that flow together and sound natural when read aloud.</p> <p>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of writing.</p> <p>PO 4. Use effective and natural <b>dialogue</b> when appropriate.</p>			

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	Strand 2: Writing Elements Concept 6: Conventions	PO 3. Use commas to punctuate: items in a series greetings and closings of letters introductory words			
		PO 4. Use quotation marks to punctuate: dialogue (although may be consistent or experimental) letters			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 2: Writing Elements Concept 6: Conventions (cont.)	PO 5. Use a colon to punctuate time.			
		PO 6. Use apostrophes to punctuate: contractions singular possessive			
		PO 7. Spell <b>high frequency words</b> correctly.			

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		<p>PO 8. Use common spelling patterns/generalizations to spell words correctly, including:                  controlled                  phthong                  vel digraphs                  C words                  /C                  &gt;                  e                  ar plurals</p>			
		<p><i>PO 9. Spell simple <b>homonyms</b> correctly in context.</i></p>			
	<p>Strand 3: Writing Applications                  Concept 6: Research</p>	<p>PO 1. Paraphrase information from a variety of sources (., Internet, reference materials).</p> <p><i>PO 2. Organize notes in a meaningful sequence.</i></p>			
	<p>Strand 3: Writing Applications                  Concept 6: Research (cont.)</p>	<p><i>PO 3. Write an informational report that includes <b>main idea(s)</b> and relevant details.</i></p>			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
<b>Trimester II</b>	<p>Strand 3: Writing Applications                  Concept 4: Persuasive</p>	<p><i>PO 1. Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader.</i></p>	<p>Houghton Mifflin English VIII P. 458                  students write directions or procedures for inventions</p>	<p>Houghton Mifflin English( West Sedona)                  Scott Foresman Science Text                  Set Website-                  Science Inventions                  Science Connection</p>	<p>Rubric for Invention Peer and Self Assessment of Invention                  Port of Invention</p>
	<p>Strand 2: Writing Elements                  Concept 1: Voice</p>	<p><i>PO 1. Show awareness of the audience through word choice and style.</i></p>			

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		<p><i>PO 2. Convey a sense of originality, sincerity, liveliness, humor appropriate to topic &amp; type of writing.</i></p>			
	<p>Strand 3: Writing Applications Concept 5: Literary Response</p>	<p><i>PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).</i></p>	<p>One book report (Biography, Autobiography) Comparison of book/movie)</p>	<p>Houghton Mifflin English Text Scholastic Genre Book Report</p>	<p>Teacher Assessment per rubric/student assessment per rubric</p>
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	<p>Strand 3: Writing Applications Concept 5: Literary Response (cont.)</p>	<p>PO 2. Write a book report or review that identifies the: main idea character(s) setting sequence of events climax/resolution</p>			
		<p>PO 3. Write a response that demonstrates an understanding of a literary selection, and responding on the selection, includes: evidence from the text personal experience comparison to other</p>			

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	Strand 3: Writing Applications Concept 1: Expressive	PO 2. Write in a variety of expressive forms (e.g., poetry, that may employ: figurative language and personification) in appropriate format	Poetry	Interact Unit on Poetry Houghton Mifflin Reading	Teacher and Student Assessment per A2 Wildlife Rubric
	Strand 2: Writing Elements Concept : Organization	PO 1. Use a structure that fits the type of writing (e.g., letter, at, <b>narrative</b> , lines of . (See Strand 3)			
	Strand 2: Writing Elements Concept : Voice	<i>PO 1. Show awareness of the audience through word choice and style.</i>			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 2: Writing Elements Concept : Voice (cont.)	<i>PO 2. Convey a sense of originality, sincerity, liveliness, humor appropriate to topic and type of writing.</i>			
	Strand 2: Writing Elements Concept : Word Choice	<i>PO 1. Use a variety of specific and accurate words that effectively convey the intended message.</i>			
		<i>PO 2. Use descriptive words and phrases that energize the writing.</i>			
		<i>PO 3. Apply vocabulary and/or terminology appropriate to the type of writing.</i>			

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		<p><i>PO 4. Use <b>literal</b> and <b>figurative language</b> in a variety of ways (e.g., imitating, using new words, <b>rhyming</b>), though may be inconsistent or intentional.</i></p>			
	<p>Strand 2: Writing Elements Concept 6: Conventions</p>	<p>PO 1. Use capital letters for: proper nouns ( i.e., names, places, months) names of place abbreviations book titles (i.e., book, magazine)</p>			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	<p>Strand 2: Writing Elements Concept 6: Conventions (Content.)</p>	<p>PO 2. Punctuate endings of sentences using: periods question marks exclamation points</p>			
	<p>Strand 3: Writing Applications Concept 6: Research</p>	<p>PO 1. Paraphrase information from a variety of sources (text, Internet, reference materials).</p> <p><i>PO 2. Organize notes in a meaningful sequence.</i></p> <p><i>PO 3. Write an informational report that includes <b>main idea(s)</b> and relevant details.</i></p>	<p>Inventor Biography Report</p>	<p>Houghton Mifflin English Text Computer Lab Library Asset Website (Science -Inventors) (Science -Invention Connection)</p>	<p>Inventor Biography Rubric</p> <p>6-Trait Scoring Rubric</p>

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<b>Trimester III</b>	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	One book report (Biography, Autobiography) Adventure, Historical Fiction and Other Genre)	Houghton Mifflin English Writer Writing Poster Writer's Express Write Source C Organizers DOL	Teacher Assessment per rubric/student Assessment per rubric
		PO 2. Write a book report or review that identifies the: main idea character(s) setting sequence of events climax/resolution			
		PO 3. Write a response that demonstrates an understanding of a literary selection, and responding on the selection, includes: evidence from the text personal experiences			
<b>Time Line</b>	<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>	<b>Assessment</b>
	Strand 3: Writing Applications Concept 6: Research	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials). PO 2. Organize notes in a meaningful sequence.	Famous Arizonan's Research Project	Various Periodicals, Books, and Websites  Gibbs-Smith Discovering Arizona	Teacher-Peer Evaluation per Rubric

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		<p><i>PO 3. Write an informational report that includes <b>main</b> <b>idea(s)</b> and relevant details.</i></p>		<p>Wagoner Arizona!</p>	
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<b>Links to Other Subject Areas</b>
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R04-S3C2 M04-S2C1 Social Studies and Science Field Trips
<b>Links to Other Subject Areas</b>
Lit. Study of Dear Mr. Henshaw

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<b>Links to Other Subject Areas</b>

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<b>Links to Other Subject Areas</b>
R04-S1 C4-04, -05

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R04-S3 C1-04, -05, -06
R04-S3 C1-04, -05, -06
<b>Links to Other Subject Areas</b>
R04-S3 C1-04, -05, -06
Science Unit on Invention Units on Post WWI/WWII (Inventions) Research F l

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R04-S2C1
<b>Links to Other Subject Areas</b>
R04-S2C1
R04-S2C1

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Reading Anthology Poetry Poetry Unit/Poetic Devices SS Poetry Contest ia Wildlife r Science nit
<b>Links to Other Subject Areas</b>

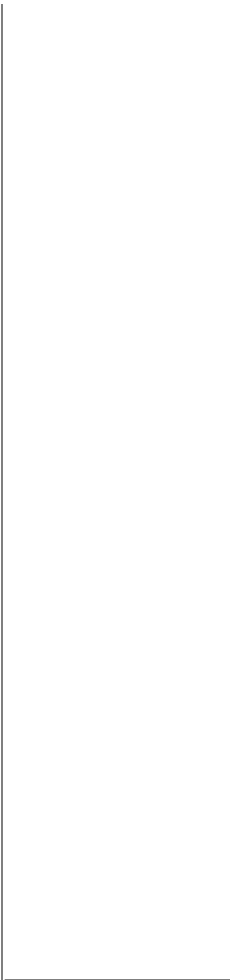
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R04-S1 C4-04, -05
<b>Links to Other Subject Areas</b>
Science Unit on Inventors  S.S. Unit on Arizona Inventors/Invent

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