

Time Line	Strand & Concept	Performance Objective	Activity/Lesson	Resources & Technology	Assessment
<b>TRI 1 Writing #1</b>	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: an engaging plot based on imagined or real ideas, observations, or memories of present or experience fully developed ; described setting language, or words and phrases and tone.	*Possibilities: Life Story, Memorable Life Events, (using life map), Childhood fears/fears now		All writing projects will be scored with the 6-trait rubric or a teacher-made rubric
<b>Introduced &amp; Continued 1 Year</b>	Strand 1: Writing Process Concept : Prewriting	PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with peers, printed material or other resources).	*Discussion, life map, brainstorming		
		PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to inform) of an intended writing			
		PO 3. Determine the intended audience of a writing piece.			
		PO 4. Establish a central idea appropriate to the type of writing.			
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		PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, flowchart, story map, plot pyramid) in writing.			

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	Strand 1: Writing Process Concept Drafting	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.			
		PO 2. Organize writing into a logical sequence that is clear to the audience.			
	Strand 1: Writing Process Concept Revising	PO 1. Evaluate the draft for choice of ideas and content, organization, voice, word choice, and sentence fluency. (strand 2)	*Revision Chart – emphasize word choice and i/c		
	Strand 1: Writing Process Concept 4: Editing	PO 1. Identify punctuation, spelling, and grammar and correct errors in the draft. (See strand 2)			
		PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.			
		PO 3. Apply <b>proofreading marks</b> to indicate errors in conventions.			
		PO 4. Apply appropriate tools and strategies (e.g., <b>peer review</b> , checklists, <b>rubrics</b> ) to the draft.			
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	Strand 1: Writing Process Concept Publishing	PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.			
		PO 2. Use margins and spacing to enhance the final product.			

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		PO 3. Use graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.			
		PO 4. Write legibly.			
	Strand 2: Writing Components Concept 1: Ideas and Content	PO 1. Use clear, focused ideas and details to support the topic.			
		PO 2. Provide content and selected details that are well suited to audience and purpose.			
		PO 3. Develop a sufficient explanation or exploration of topic.			
		PO 4. Include ideas and details that show original perspective.			
	Strand 2: Writing Components Concept 2: Organization	PO 1. Use a structure that fits the type of writing (e.g., letter, report, narrative, play, essay). (strand 3)			
		PO 2. Develop a strong beginning or introduction that draws in the reader.			
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	Strand 2: Writing Components Concept 2: Organization (cont.)	PO 3. Place details appropriately to support the main idea.			
		PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).			

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		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a solution).			
		PO 6. Create an ending that provides a sense of resolution and closure.			
	Strand 2: Writing Components Concept 3: Voice	PO 1. Show awareness of the audience through word choice and style.			
		PO 2. Convey a sense of entity through originality, variety, liveliness, or humor appropriate to the topic and writing.			
		PO 3. Use language appropriate for the topic and purpose.			
		PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.			
<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 Components Concept 4: Word choice	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.			
		PO 2. Use words and phrases that consistently support style and type of writing.			
		PO 3. Use vocabulary that is original, varied, and natural.			

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		PO 4. Use literal and figurative language where appropriate to purpose.			
	Strand 2: Writing Components Concept 5: Sentence Fluency	PO 1. Write simple and compound sentences.			
		<i>PO 2. Write sentences that flow together and sound natural when read aloud.</i>			
		<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of writing.</i>			
		PO 4. Use effective and literal dialogue when appropriate.			
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	<p>Strand 2: Writing Components Concept Conventions</p>	<p><i>PO 1. Use capital letters correctly for:</i>  <i>proper nouns</i>  <i>holidays</i>  <i>product names</i>  <i>languages</i>  <i>historical events</i>  <i>organizations</i>  <i>academic courses (e.g.,</i>  <i>Math/Algebra I)</i></p> <p><i>proper nouns (e.g., West</i>  <i>Virginia)</i></p> <p><i>used as names (e.g.,</i>  <i>Aunt Lyn)</i></p> <p><i>titles (i.e., story,</i>  <i>song)</i></p> <p><i>names</i>  <i>titles</i></p>			
		<p><i>PO 2. Use commas to correctly punctuate:</i>  <i>list items in a series</i>  <i>greetings and closings of letters</i>  <i>introductory words</i>  <i>direct address</i>  <i>interrupters</i>  <i>compound sentences</i></p>			
		<p><i>PO 3. Use quotation marks to punctuate:</i>  <i>dialogue</i>  <i>titles of short works (e.g.,</i>  <i>letter, story, article, song,</i>  <i>etc.)</i>  <i>quoted words from sources</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>

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	Strand 2: Writing Components Concept :Conventions	PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of other works (e.g., books, magazines, movies, TV			
		PO 5. Use colons to punctuate business letter salutations.			
		PO 6. Use apostrophes to punctuate: contractions singular possessives			
		PO 7. Spell <b>high frequency words</b> correctly.			
		PO 8. Use common spelling patterns/generalizations to spell words correctly.			
		PO 9. Use <b>homonyms</b> correctly in context.			
		PO 10. Use resources to spell correctly.			
	PO 11. Use paragraph breaks to indicate an organizational structure.				
<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>

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	Strand 2: Writing Components Concept :Conventions	PO 12. Use the following parts of speech correctly in simple sentences: nouns action/linking verbs personal pronouns adjectives adverbs prepositions conjunctions interjections			
		PO 13. Use subject/verb agreement in <b>simple and compound sentences</b> .			
<b>TRI 1</b> <b>Writing</b> <b># 2</b>	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a response to literature that: presents several clear ideas supports inferences and conclusions with examples from the text, personal experience, references to other texts relates ideas to the text details in a clear and	*Framework, Templates, Teacher modeling	Possible Texts: Beowulf, Charlotte Brontë, Hatchet, "The Great Wall," "Through the Tunnel," Egypt Game, Book for Delicious	
	Strand 1: Writing Process Concept : Revising	PO 5. Add <b>transitional words</b> , phrases and/or sentences to clarify meaning or enhance the writing style.	*List of categorized transitions <b>Emphasis on transitions</b>		
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	Strand 2: Writing Components Concept 1: Ideas and Content	<p>PO 1. Use clear, focused ideas and details to support the topic.</p> <p>PO 2. Provide content and selected details that are well suited to audience and purpose.</p> <p>PO 3. Develop a sufficient explanation or exploration of the topic.</p> <p>PO 4. Include ideas and details that show original perspective.</p>	*Story maps, setting maps, character webs, plot diagrams or comics <b>Focus on i/c</b>		
	Strand 2: Writing Components Concept 2: Organization	<p>PO 1. Use a structure that fits the type of writing (e.g., letter, report, narrative, play, essay). (strand 3)</p> <p>PO 2. Develop a strong beginning or introduction that draws in the reader.</p> <p>PO 3. Place details appropriately to support the main idea.</p> <p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p> <p>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</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 Components Concept 2: Organization (cont.)	PO 6. Create an ending that provides a sense of resolution and closure			

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	Strand 2: Writing Components Concept 3: Voice	<p>PO 1. Show awareness of the audience through word choice and style.</p> <p>PO 2. Convey a sense of entity through originality, variety, liveliness, or humor appropriate to the topic and writing.</p> <p>PO 3. Use language appropriate for the topic and purpose.</p> <p>PO 4. Choose appropriate voice (e.g., formal, informal) the audience and purpose.</p>			
	Strand 2: Writing Components Concept 4: Word choice	<p>PO 1. Use accurate, specific, powerful words that effectively convey the intended message.</p> <p>PO 2. Use words and phrases that consistently support style type or writing.</p> <p>PO 3. Use vocabulary that is original, varied, and natural.</p> <p>PO 4. Use literal and figurative language where appropriate to purpose.</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 Components Concept 5: Sentence Fluency	<p>PO 1. Write simple and compound sentences.</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>			

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		PO 4. Use effective and appropriate dialogue when appropriate.			
	Strand 2: Writing Components Concept Conventions	PO 1. Use capital letters correctly for: proper nouns holidays product names languages historical events organizations academic courses (e.g., Algebra I)  proper names (e.g., West)  used as names (e.g., Aunt Lyn) titles (i.e., story, song)  names titles			
<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 Components Concept Conventions (cont.)	PO 2. Use commas to correctly punctuate: items in a series greetings and closings of letters introductory words direct address interrupters compound sentences			

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		PO 3. Use quotation marks to punctuate: dialogue titles of short works (e.g., letter, story, article, song,  titles of words from sources			
		PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, magazines, movies, TV			
		PO 5. Use colons to punctuate business letter salutations.			
		PO 6. Use apostrophes to punctuate: contractions singular possessives			
		PO 7. Spell <b>high frequency words</b> correctly.			
		PO 8. Use common spelling patterns/generalizations to spell words correctly.			
<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 Components (Concepts: Conventions (cont.))	PO 9. Use <b>homonyms</b> correctly in context.			
		PO 10. Use resources to spell words correctly.			
		PO 11. Use paragraph breaks to indicate an organizational structure.			

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		<p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>action/linking verbs</li> <li>personal pronouns</li> <li>adjectives</li> <li>adverbs</li> <li>prepositions</li> <li>conjunctions</li> <li>interjections</li> </ul> <p>PO 13. Use subject/verb agreement in <b>simple and compound sentences</b>.</p>			
<b>TRI 1 Writing #3</b>	Strand 3: Writing Applications Concept 2: Expository	<p>PO 1. Record information (e.g., observations, notes, maps, charts, map labels and labels) related to the topic.</p> <p>PO 2. Write a summary based on the information gathered that include(s):</p> <ul style="list-style-type: none"> <li>topic sentence</li> <li>supporting details</li> <li>relevant information</li> </ul>	<p>Paraphrase exercises</p> <p>Summary practice</p>		
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	Strand 1: Writing Process Concept 2: Revising	<p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p> <p>PO 6. Use a variety of sentence structures (i.e., simple, compound) to improve sentence fluency in the draft.</p>	<p>*Define irrelevant and/or redundant / exercises to vary sentence structure <b>emphasis on PO. 3 &amp; 6</b></p>		
	Strand 2: Writing Components Concept 1: Ideas and Content	<p>PO 1. Use clear, focused details and details to support the topic.</p>			

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		PO 2. Provide content and selected details that are well suited to audience and purpose.			
		PO 3. Develop a sufficient explanation or exploration of topic.			
		PO 4. Include ideas and details that show original perspective.			
	Strand 2: Writing Components Concept 2: Organization	PO 1. Use a structure that fits the type of writing (e.g., letter, report, narrative, play, essay). (strand 3)			
		PO 2. Develop a strong beginning or introduction that draws in the reader.			
		PO 3. Place details appropriately to support the main idea.			
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	Strand 2: Writing Components Concept 2: Organization (cont.)	PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).			
		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a sequence).			
		PO 6. Create an ending that provides a sense of resolution and closure.			
	Strand 2: Writing Components Concept 3: Voice	<i>PO 1. Show awareness of the audience through word choice and <b>style</b>.</i>			

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		PO 2. Convey a sense of entity through originality, clarity, liveliness, or humor appropriate to the topic and writing.			
		PO 3. <i>Use language appropriate for the topic and purpose.</i>			
		PO 4. Choose appropriate voice (e.g., formal, informal) the audience and purpose.			
	Strand 2: Writing Components Concept 4: Word choice	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.			
		PO 2. Use words and phrases that consistently support style type or writing.			
<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 Components Concept 4: Word choice (cont.)	PO 3. Use vocabulary that is original, varied, and natural.			
		PO 4. Use literal and figurative language where appropriate to purpose.			
	<i>Strand 2: Writing Components Concept 5: Sentence Fluency</i>	<i>PO 1. Write simple and compound sentences.</i>	<b>**Emphasize SF</b>		
		<i>PO 2. Write sentences that flow together and sound natural when read aloud.</i>			

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		<i>PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of writing.</i>			
		<i>PO 4. Use effective and natural dialogue when appropriate.</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>

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	<p>Strand 2: Writing Components Concept Conventions</p>	<p><i>PO 1. Use capital letters correctly for:</i>  <i>proper nouns</i>  <i>holidays</i>  <i>product names</i>  <i>languages</i>  <i>historical events</i>  <i>organizations</i>  <i>academic courses (e.g.,</i>  <i>Math/Algebra I)</i></p> <p><i>proper nouns (e.g., West</i>  <i>Virginia)</i>  <i>used as names (e.g.,</i>  <i>Aunt Lyn)</i>  <i>titles (i.e., story,</i>  <i>song)</i></p> <p><i>names</i>  <i>titles</i></p>			
		<p><i>PO 2. Use commas to correctly punctuate:</i>  <i>list items in a series</i>  <i>greetings and closings of letters</i>  <i>introductory words</i>  <i>direct address</i>  <i>interrupters</i>  <i>compound sentences</i></p>			
		<p><i>PO 3. Use quotation marks to punctuate:</i>  <i>dialogue</i>  <i>titles of short works (e.g.,</i>  <i>letter, story, article, song,</i>  <i>etc.)</i>  <i>quoted words from sources</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>

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	Strand 2: Writing Components Concept :Conventions ont.)	PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, magazines, movies, TV			
		PO 5. Use colons to punctuate business letter salutations.			
		PO 6. Use apostrophes to punctuate: contractions singular possessives			
		PO 7. Spell <b>high frequency words</b> correctly.			
		PO 8. Use common spelling patterns/generalizations to spell words correctly.			
		PO 9. Use <b>homonyms</b> correctly in context.			
		PO 10. Use resources to spell correctly.			
		PO 11. Use paragraph breaks to indicate an organizational structure.			
	PO 12. Use the following parts of speech correctly in simple sentences: nouns action/linking verbs personal pronouns adjectives adverbs prepositions conjunctions interjections				
<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>

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	Strand 2: Writing Components Concept :Conventions (ont.)	PO 13. Use subject/verb agreement in <b>simple and compound sentences</b> .			
<b>TRI 2 Writing #1</b>	Strand 3: Writing Applications Concept 6: Research	PO 1. Write a summary of information from sources (e.g. encyclopedias, websites, etc.) that includes: phrasing to convey d details from the  a(s) and relevant	Note-taking and paraphrasing Possible Topics: Famous Greeks, World Religions, Renaissance Men depending on sequencing in Social Studies)		
		PO 2. Write an informational report that includes: a focused topic appropriate facts and important details logical sequence including statement of sources used			
	Strand 1: Writing Process Concept : Prewriting	PO 5. Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, etc.), story map, plot pyramid) in writing.			
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<b>TRI 2 Writing #2</b>	Strand 3: Writing Applications Concept 3: Functional	PO 3. Write a friendly letter that includes a: heading salutation body closing nature	Letter from people in history to family or friends		
	<i>Strand 2: Writing Components Concept 2: Organization</i>	<i>PO 1. Use a structure that fits the type of writing (e.g., letter, report, narrative, play, essay). Strand 3)</i>	<b>**Emphasis on Organization</b>		
		<i>PO 2. Develop a strong beginning or introduction that draws in the reader.</i>			
		<i>PO 3. Place details appropriately to support the main idea.</i>			
		<i>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</i>			
		<i>PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).</i>			
		<i>PO 6. Create an ending that provides a sense of resolution and closure.</i>			
<i>Strand 2: Writing Components Concept 3: Voice</i>	<i>PO 1. Show awareness of the audience through word choice and style.</i>	<b>**Emphasis on Voice</b>			
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	<p><i>Strand 2: Writing Components</i>  <i>Concept 3: Voice (cont.)</i></p>	<p><i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and of writing.</i></p>			
		<p><i>PO 3. Use language appropriate for the topic and purpose.</i></p>			
		<p><i>PO 4. Choose appropriate voice (e.g., formal, informal) for the audience and purpose.</i></p>			
	<p><i>Strand 2: Writing Components</i>  <i>Concept 3: Conventions</i></p>	<p><i>PO 2. Use commas to correctly punctuate:</i>  <i>. items in a series</i>  <i>greetings and closings of letters</i>  <i>introductory words</i>  <i>direct address</i>  <i>interrupters</i>  <i>compound sentences</i></p>	**Emphasize PO 2		
<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>

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<b>TRI 2 Writing 3</b>	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: dialogue, as appropriate	Possible projects: skits, plays, Minstrel show, meet the monarchs Genre exercises		
		PO 2. Write in a variety of expressive forms (e.g., poetry, that, according to mode, /: ative language i e erization te format			
	Strand 2: Writing Components Concept :Conventions	PO 3. Use quotation marks to punctuate: dialogue titles of short works (e.g., ter, story, article, song, t words from sources	<b>**Emphasis on Quotation Marks</b>		
<b>TRI 2 Writing 4</b>	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative that includes: dialogue, as appropriate	Poetry a and b		
		PO 2. Write in a variety of expressive forms (e.g., poetry, that, according to mode, /: ative language i e erization te format			
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<b>TRI 2 Writing #5</b>	Strand 2: Writing Components Concept 4: Word choice	PO 1. Use accurate, specific, powerful words that effectively convey the intended message.	<b>**Emphasis on Word Choice</b>		
		PO 2. Use words and phrases that consistently support style and type of writing.			
		PO 3. Use vocabulary that is original, varied, and natural.			
		PO 4. Use literal and figurative language where appropriate to purpose.			
	Strand 3: Writing Applications Concept 5: Literary response	PO 1. Write a response to literature that: presents several clear ideas supports inferences and conclusions with examples from the text, personal experience, references to other texts  relates ideas to the text details in a clear and	Possible Texts: Call it Courage The Golden Goblet The Greek Gods The Borrowers		
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<b>TRI 3 Writing #1</b>	Strand 3: Writing Applications Concept 4: Persuasive	PO 1. Write persuasive text (e.g., essay, paragraph, written communications) that: establishes and develops a compelling idea presents arguments with relevant evidence uses persuasive language is relevant	Possible Topics: School Board 1. homework 2. early start money to spend Social Studies Columbus vs. King Carthage vs. Athens influential Constitution Wonders Ancient power		
	Strand 1: Writing Process Concept 1: Revising	PO 4. Rearrange words, sentences, and paragraphs to clarify the meaning or to enhance the writing style.	<b>**Emphasis on Rearrange for Style</b>		
	Strand 2: Writing Components Concept 2: Organization	PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a sequence of events). PO 6. Create an ending that provides a sense of resolution and closure.	<b>**Emphasis on organization and solution</b>		
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<b>TRI 3</b> <b>Writing #2</b>	Strand 3: Writing Applications Concept 3: Functional	PO 4. Write a formal letter that follows a conventional business letter format.	Possible Topics: 1. Camp Colton 2. Letter of complaint Create new cereal using ratio Letter to principal		
		PO 5. Address an envelope for correspondence that includes: an appropriate return address an appropriate recipient address			
	Strand 2: Writing Components Concept 1: Conventions	<i>PO 1. Use capital letters correctly for:</i> <i>proper nouns</i> <i>holidays</i> <i>product names</i> <i>languages</i> <i>historical events</i> <i>organizations</i> <i>academic courses (e.g., Math/Algebra I)</i>  <i>place names (e.g., West Virginia)</i>  <i>people used as names (e.g., Aunt Lyn)</i> <i>titles (i.e., story, song)</i>  <i>names</i> <i>places</i>	<b>**Emphasis on Conventions</b>		
<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>

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	Strand 2: Writing Components (Concept Conventions (ont.)	PO 2. Use commas to correctly punctuate: . items in a series greetings and closings of letters introductory words direct address interrupters compound sentences			
		PO 3. Use quotation marks to punctuate: dialogue titles of short works (e.g., letter, story, article, song, etc.) direct words from sources			
		PO 4. Use italics (in typed copy) and underlining (in handwriting) to indicate titles of longer works (e.g., books, magazines, movies, TV shows)			
		PO 5. Use colons to punctuate business letter salutations.			
		PO 6. Use apostrophes to punctuate: contractions singular possessives			
		PO 7. Spell <b>high frequency words</b> correctly.			
		PO 8. Use common spelling patterns/generalizations to spell words correctly.			
<b>Time Line</b>		<b>Strand &amp; Concept</b>	<b>Performance Objective</b>	<b>Activity/Lesson</b>	<b>Resources &amp; Technology</b>
	Strand 2: Writing Components (Concept Conventions (ont.)	PO 9. Use <b>homonyms</b> correctly in context.			

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		<p>PO 10. Use resources to spell correctly.</p> <p>PO 11. Use paragraph breaks to indicate an organizational structure.</p> <p>PO 12. Use the following parts of speech correctly in simple sentences:                      nouns                      preposition/linking verbs                      personal pronouns                      adjectives                      adverbs                      conjunctions                      prepositions                      participles                      gerunds</p> <p>PO 13. Use subject/verb agreement in <b>simple and compound sentences</b>.</p>			
<p><b>TRI 3</b> <b>Writing #3</b></p>	<p>Strand 3: Writing Applications                      Concept 2: Expository</p>	<p>PO 3. Write a process essay that includes:                      a thesis statement                      supporting details                      introductory, body, and concluding paragraphs</p>	<p>Possible Topics:                      1. Science Labs                      2. Satiric process essay                      How to multiply                      How to build a pyramid</p>		
	<p>Strand 1: Writing Process                      Concept 1: Revising</p>	<p>PO 5. Add transitional words, phrases and/or sentences to clarify meaning or enhance the writing style.</p>	<p><b>**Emphasis on Transitions</b></p>		
<p><b>Time Line</b></p>	<p><b>Strand &amp; Concept</b></p>	<p><b>Performance Objective</b></p>	<p><b>Activity/Lesson</b></p>	<p><b>Resources &amp; Technology</b></p>	<p><b>Assessment</b></p>
	<p>Strand 2: Writing Components                      Concept 2: Organization</p>	<p>PO 4. Include effective transitions among all elements (sentences, paragraphs, ideas).</p>	<p><b>**Emphasis on Organization and Transitions</b></p>		

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		PO 5. Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a relationship).			
<b>TRI 3 Writing #4</b>	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a response to literature that: presents several clear ideas supports inferences and conclusions with examples from the text, personal experience, references to other texts  Organizes ideas to support a claim in a clear and logical manner	Possible Texts: Crispin Catherine Called Birdy Bridge to Terabithia		

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<b>Links to Other Subject Areas</b>
R06-S2C1

\*\*\*All P.O.'s are introduced and continued throughout the year.

R06-S1C4-04
<b>Links to Other Subject Areas</b>

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R06-S2C1
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R06-S3 C1-05, -06, -07 Social Studies
R06-S3 C1-05, -06, -07
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Social Studies
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R06-S2C1
R06-S1C4-04
R06-S2C1
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R06-S3C3 Literature Social Studies Science Math Language Arts
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