

Time Line	Strand & Concept	Performance Objective	Activity/Lesson	Resources & Technology	Assessment
All Year	Strand 1: Writing Process Concept : Prewriting	<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's book, group discussion, material).</i>	*Review steps of Writing Process each Trimester	Poster, Overhead, Transparency r's Express	Checklists, Rubric acher and Peer essment
		<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade) of a writing piece.</i>			
		<i>PO 3. Determine the intended audience of a writing piece.</i>			
		<i>PO 4. Use organizational strategies (e.g., graphic organizer, KWL chart, log) to plan writing.</i>			
		<i>PO 5. Maintain a record (e.g., lists, pictures, journal, folder, notebook) of writing ideas.</i>			
		<i>PO 6. Use time management strategies, when appropriate, produce a writing product within a set time period.</i>			
		Strand 1: Writing Process Concept : Drafting	PO 1. Use a prewriting plan to develop a draft with main idea(s) and supporting details.		
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		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 use of ideas and content, organization, voice, word choice, and sentence fluency. (strand 2)			
		<i>PO 2. Add details to the draft to more effectively accomplish the purpose.</i>			
		<i>PO 3. Rearrange words, sentences, and paragraphs to clarify the meaning of the draft.</i>			
		<i>PO 4. Use a combination of sentence structures (i.e., simple, compound) to improve the draft.</i>			
		<i>PO 5. Modify word choice appropriate to the application in order to enhance the writing.</i>			
		<i>PO 6. Apply appropriate tools or strategies (e.g., peer view, checklists, rubrics) to the draft.</i>			
		<i>PO 7. Use resources and reference materials to select more precise vocabulary.</i>			

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	Strand 1: Writing Process Concept : Editing	PO 1. Identify punctuation, spelling, and grammar and usage 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 proofreading marks to indicate errors in conventions.			
		PO 4. Apply appropriate tools or strategies (e.g., peer view , checklists, rubrics) to the draft.			
		PO 1. Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.			
		PO 2. Share the writing with the intended audience.			
		PO 3. Use margins and spacing to enhance the final product.			
		PO 4. Write legibly.			
	Strand 2: Writing Elements Concept : Ideas and Content	PO 1. Express ideas that are clear and directly related to the topic.	Reinforce all 6-Traits of Writing	Posters Student Handout	Checklists, Rubric Teacher and Peer Assessment

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	Strand 2: Writing Elements Concept : Ideas and Content (cont.)	<i>PO 2. Provide content and selected details that are well-timed to audience and purpose.</i>			
		<i>PO 3. Use relevant details to provide adequate support for the ideas.</i>	Reinforce all 6-Traits of Writing	Posters Student Handout	Checklists, Rubric Teacher and Peer Assessment
	Strand 2: Writing Elements Concept : Organization	PO 1. Use a structure that fits the type of writing (e.g., letter, report, narrative, lines of dialogue, etc.) (Strand 3)			
		PO 2. Create a beginning that captures the reader's interest.			
		PO 3. Place details appropriately to support the main idea.			
		PO 4. Use a variety of words and phrases that creates smooth and effective transitions.			
		PO 5. Create an ending that provides a sense of resolution and closure.			
		PO 6. Construct a paragraph that groups sentences around a topic.			
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	Strand 2: Writing Elements Concept : Voice	PO1. Show awareness of the audience through word choice and style. PO 2. Convey a sense of originality, sincerity, liveliness, humor appropriate to topic and mode. PO 3. Use language appropriate for topic and purpose.			
	Strand 2: Writing Elements Concept : Word Choice	PO 1. Use a variety of specific and accurate words to effectively convey the intended message. PO 2. Use descriptive words and phrases that energize the writing. PO 3. Apply vocabulary and/or terminology appropriate to the genre of writing. PO 4. Use literal and figurative language where appropriate to purpose.			
	Strand 2: Writing Elements Concept : Sentence Fluency	PO 1. Write simple and compound sentences. PO 2. Write sentences that flow together and sound natural when read aloud.			
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	Strand 2: Writing Elements Concept : Sentence Fluency (cont.)	PO 3. Vary sentence beginnings, lengths, and patterns to enhance the flow of writing. PO 4. Use effective and natural dialogue when appropriate.			

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		PO 4. Write legibly.			
	Strand 2: Writing Elements Concept : Conventions	PO 1. Use capital letters correctly for: proper nouns: place names holidays measures historical events organizations story titles (i.e., book, film, play, song) locations and as names (e.g., film)			
		PO 2. Punctuate endings of sentences using: periods question marks exclamation points			
		PO 3. Use commas to punctuate: items in a series greetings and closings of letters series introductory words telephone address			
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		PO 5. Use colons to punctuate: time business letter salutations			
		PO 7. Spell high frequency words correctly.			
		PO 9. Spell homonyms correctly in context.			

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		PO 10. Use resources (e.g., dictionaries, word walls) 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 verbs personal pronouns conjunctions prepositions			
		PO 13. Use subject/verb agreement in simple and compound sentences.			
	Strand 3: Writing Applications Concept 3: Functional	PO 1. Write a variety of functional text (e.g., directions, labels, procedures, rubrics, graphs/tables).	*Write functional text: directions	Writer's Express Write Source English Reading	*Assess Format of Writing with a checklist or rubric
		PO 2. Write communications, including: thank-you notes friendly letters formal letters messages announcements	*Write Letter: daily		*Teacher or Peer Assessment
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	Strand 3: Writing Applications Concept 3: Functional (cont.)	PO 3. Address an envelope for correspondence that includes: an appropriate return address an appropriate recipient address	*Addresses Envelopes		
	Strand 3: Writing Applications Concept 5: Literary Response	PO 1. Write a reflection to a literature selection (e.g., journal entry, book review).	*Journal Reflections	Journal Notebooks	*Weekly Journal Checks

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		PO 2. Write a book report or review that identifies the: main idea character(s) setting sequence of events conflict/resolution	*Book Review or Reports	Book Reviews	*Teacher Assessment
		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	*Support Responses	Book Talks	*Teacher and Peer Assessment
	Strand 3: Writing Applications Concept 2: Expository	PO 1. Record information (e.g., observations, notes, sketches, charts, map labels and maps) related to the topic.	Record Information: 1. Science Journals-observations Writer's Notebooks-lists, notes Reading Log Outlines		*Ongoing Observation *Weekly Check Notebook Grade Unit
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	Strand 3: Writing Applications Concept 2: Expository (cont.)	PO 3. Write in a variety of expository forms (e.g., essay, diary, newspaper article, news paper, log, journal).			
Trimester I	Strand 3: Writing Applications Concept 1: Expressive	PO 1. Write a narrative based on imagined or real events, observations, or memories that includes: characters setting story details language sequence of events	*Expressive Writing Main Focus: Write a description using sensory language and organized details. Personal Narrative about Experiences	*Theme 1 H.M. Reading Book Student Writing Model: P. 52-53 ET Website	H.M. Rubric p. 53 Checklist

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		PO 2. Write in a variety of expressive forms (e.g., poetry, that may employ: figurative language personification simile format	Ex. Poetry -save for Poetry Contest -emphasize word choice		
	Strand 3: Writing Applications Concept 2: Expository	PO 2. Write an expository paragraph that contains: a topic sentence supporting details relevant information	*Expository Writing Write a Personal Essay Focus: Introduction and Conclusion Organization	Theme 2 H.M. Reading Book Student Writing Model p. 158-159 Checklists Website	H.M. Rubric P. 159
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	Strand 2: Writing Elements Concept 1: Conventions	PO 1. Use capital letters correctly for: proper nouns: place names holidays judges historical events organizations story titles (i.e., book, poem, play, song) names used as names (e.g., nickname)	*Common and Proper Nouns	*Theme 2 H.M. Reading Book and Practice Book overhead transparency Reader's Express English Books Language	*Practice Book Home Skills Test Check

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		PO 2. Punctuate endings of sentences using: periods question marks exclamation points	*Kinds of Sentences	*Theme 1 H.M. Reading Book and Practice Book overhead transparency Teacher's Express English Books	*Practice Book Theme Skills Test check
		PO 6. Use apostrophes to punctuate: contractions singular possessive	*Singular and Plural Possessive Nouns	*Theme 2 H.M. Reading Book and Practice Book overhead transparency Teacher's Express English Books	*Practice Book Theme Skills Test
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		PO 8. Use common spelling patterns/generalizations to spell words correctly, including: regular plurals silent e before e words ending in -y dropping final consonant	*Singular and Plural Nouns	*Theme 1 H.M. Reading Book and Practice Book overhead transparency Teacher's Express English Books	*Practice Book Theme Skills Test

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		<p>PO 12. Use the following parts of speech correctly in simple sentences:</p> <ul style="list-style-type: none"> nouns action verbs personal pronouns conjunctions adverbs 	<p>*Subjects and Predicates</p> <ul style="list-style-type: none"> conjunctions verbs adverbs helping Verbs 	<p>*Theme 2 H.M. Reading Book and Practice Book</p> <ul style="list-style-type: none"> overhead transparency Teacher's Express English Books 	<p>*Practice Book</p> <ul style="list-style-type: none"> Home Skills Test
		<p><i>PO 13. Use subject/verb agreement in simple and compound sentences.</i></p>	<p>*Compound Sentences</p>	<p>Theme 1 & Theme 2</p>	
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Trimester III	Strand 3: Writing Applications Concept 6: Research	PO 1. Paraphrase information from a variety of sources (e.g., Internet, reference materials).	*Write a Research Report Main Focus: Finding & Evaluating Information Sentence & Supporting Facts Organization	Ex. Theme 5 H.M. Reading Book Student Writing Model 2-495 WEBSITE	Ex. H.M. Rubric p. 95 Checklists
		PO 2. Organize notes in a meaningful sequence.			
		PO 3. Write an informational report that includes main ideas and relevant details.			
	Strand 3: Writing Applications Concept 4: Persuasive	<i>PO 1. Write persuasive text (e.g., advertisements, paragraphs) that attempts to influence the reader.</i>	*Persuasive Writing: Write a persuasive essay Focus: Claims & answering questions and details	Ex. Theme 6 H.M. Reading Book, student writing model p.624-625 ASSET WEBSITE	Ex. H.M. Rubric p. 25 Checklists
Strand 2: Writing Elements Concept 1: Conventions	PO 6. Use apostrophes to punctuate: contractions singular possessive	Contractions	Theme 5 & 6 H.M. Reading & Practice Book Teacherhead Transparencies 1's Express 1ish	Practice Book Pages Theme 5 & 6 Skills Test	
	PO 12. Use the following parts of speech correctly in simple sentences: personal pronouns verbs	Using I and me Comparing with Adverbs			

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R05-S1 C4-03, -04
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R05-S3C2 M05-S2C1
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S.S.: American Revolution -After reading plays, write opening scene on event from American Revolution
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<p>R05-S3C1-04, -05, -06 S.S. Research a person from the American Revolution (or other content area) Write a Timeline person's</p> <p>R05-S3C1-04, -05, -06 R05-S3C1-04, -05, -06</p>
<p>R05-S3C3 Health-Write a persuasive letter about the effects of tobacco. Write a persuasive essay about an animal.</p>