








 <p>2005 FALL Quarter 1</p> <p>Q1</p> <p>CHARACTER BASED LITERACY PROGRAM</p>	1	2	3	4	5	6	7	8	9	10
	August 29	September 5	September 12	September 19	September 26	October 4	October 10	October 17	October 24	October 31
<p>Responsibility Requires Action</p>  <p>Responsibility is the active side of morality: doing what I should do, doing what I say I will do, doing what is best for everybody; especially doing the one thing I should be doing right now.</p>										
<p>MIDDLE SCHOOL PROGRAM students prepare, read, respond, explore and extend a designated portion from this text each day</p>	<p><i>Tuck Everlasting</i> by Natalie Babbitt</p>		<p><i>The Breadwinner</i> by Deborah Ellis</p>		<p><i>Joey Pigza Swallowed the Key</i> by Jack Gantos</p>		<p>Scary stories</p>			
<p>STANDARDS students master these standards tasks through focused teaching and coordinated daily learning opportunities</p>	<p>W2.1 <input type="checkbox"/>1plot <input type="checkbox"/>2pt.of view <input type="checkbox"/>3dialogue <input type="checkbox"/>4characters <input type="checkbox"/>5sensory details <input type="checkbox"/>6sequence <input type="checkbox"/>7attitude <input type="checkbox"/>8 significance <input type="checkbox"/>9 movements</p> <p>W2.2 <input type="checkbox"/>1thesis <input type="checkbox"/>2evidence <input type="checkbox"/>3multiple sources <input type="checkbox"/>4questions <input type="checkbox"/>5perspective <input type="checkbox"/>6charts <input type="checkbox"/>7bibliography</p>									
<p>MAJOR WRITTEN PRODUCTS students will complete this major writing product during this novel/play</p>	<p>Autobiography</p>		<p>Compare and contrast</p>		<p>Expository essay: Point of View</p>		<p>Visual display</p>			
<p>ONGOING PROCESSES the class completes these activities together each day during the novel as indicated on the lesson plan</p>	<p><input type="checkbox"/>timeline <input type="checkbox"/>word wall <input type="checkbox"/>map <input type="checkbox"/>kwl chart <input type="checkbox"/>open mind portraits <input type="checkbox"/>storyboard</p>									
<p>VISUAL ORAL PROCESSES each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types</p>	<p> <input type="checkbox"/>analytic cubing <input type="checkbox"/>bookmark <input type="checkbox"/>character show <input type="checkbox"/>character trait mobile <input type="checkbox"/>film comparison <input type="checkbox"/>g6 structure of text <input type="checkbox"/>idea ads <input type="checkbox"/>magazine layout <input type="checkbox"/>main idea analysis <input type="checkbox"/>media variant <input type="checkbox"/>plot cartoon <input type="checkbox"/>postcards <input type="checkbox"/>prediction posters <input type="checkbox"/>radio script <input type="checkbox"/>readers theatre <input type="checkbox"/>retelling rap <input type="checkbox"/>setting sketch <input type="checkbox"/>story box <input type="checkbox"/>story collage <input type="checkbox"/>story layout <input type="checkbox"/>story prop <input type="checkbox"/>story retelling <input type="checkbox"/>story sequel </p>									
<p>DAILY WRITING PRODUCTS every day students write from a prescribed writing prompt using one of these specified writing products</p>	<p> <input type="checkbox"/>cards <input type="checkbox"/>comment and a question <input type="checkbox"/>dialogue journal <input type="checkbox"/>double entry journal <input type="checkbox"/>letters <input type="checkbox"/>poem <input type="checkbox"/>postcards <input type="checkbox"/>quick write <input type="checkbox"/>reading log <input type="checkbox"/>simulated journal <input type="checkbox"/>snapshot <input type="checkbox"/>thought shot </p>									
<p>DAILY LANGUAGE CONVENTION <i>ALL Write</i></p>	<p>lii, 3-16, 57-60, 67-68</p>		<p>266-267, 98-101, 77-80, 17-22</p>		<p>82, 305, 362-366, 408-412</p>			<p>68, 345-346</p>		

 <p>2006 FALL Quarter 2 Q2</p> <p>CHARACTER BASED LITERACY PROGRAM</p>	1	2	3	4	5	6	7	8	9	10
	Nov 7	November 14	November 21	November 28	December 5	December 12	January 2	January 9	January 16	January 23
<p>Change Requires Effort</p>  <p>Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.</p>										
<p>MIDDLE SCHOOL PROGRAM students prepare, read, respond, explore and extend a designated portion from this text each day</p>	<p><i>Miracle's Boys</i> by Jacqueline Woodson</p>		<p><i>Popcorn Days & Buttermilk Nights</i> By Gary Paulsen</p>		<p><i>Oliver Twist</i> by Dickens</p>	<p><i>Taste of Salt</i> by Frances Temple</p>				
<p>STANDARDS students master these standards tasks through focused teaching and coordinated daily learning opportunities</p>	<p>W2.1 <input type="checkbox"/>1plot <input type="checkbox"/>2pt.of view <input type="checkbox"/>3dialogue <input type="checkbox"/>4characters <input type="checkbox"/>5sensory details <input type="checkbox"/>6sequence <input type="checkbox"/>7attitude <input type="checkbox"/>8 significance <input type="checkbox"/>9 movements</p> <p>W2.2 <input type="checkbox"/>1thesis <input type="checkbox"/>2evidence <input type="checkbox"/>3multiple sources <input type="checkbox"/>4questions <input type="checkbox"/>5perspective <input type="checkbox"/>6charts <input type="checkbox"/>7bibliography</p> <p>W2.4 <input type="checkbox"/>1interpretation <input type="checkbox"/>2 premise <input type="checkbox"/>3evidence <input type="checkbox"/>4techniques <input type="checkbox"/>5effects <input type="checkbox"/>6references</p>									
<p>MAJOR WRITTEN PRODUCTS students will complete this major writing product during this novel/play</p>	<p>Short Story</p>			<p>Response to literature project- journal writing</p>		<p>Literary response</p>	<p>Research/class report</p>			
<p>ONGOING PROCESSES the class completes these activities together each day during the novel as indicated on the lesson plan</p>	<p><input type="checkbox"/>timeline <input type="checkbox"/>word wall <input type="checkbox"/>map <input type="checkbox"/>kwl chart <input type="checkbox"/>open mind portraits <input type="checkbox"/>storyboard</p>									
<p>VISUAL ORAL PROCESSES each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types</p>	<p><input type="checkbox"/>analytic cubing <input type="checkbox"/>bookmark <input type="checkbox"/>character show <input type="checkbox"/>character trait mobile <input type="checkbox"/>film comparison</p> <p><input type="checkbox"/>g6 structure of text <input type="checkbox"/>idea ads <input type="checkbox"/>magazine layout <input type="checkbox"/>main idea analysis <input type="checkbox"/>media variant</p> <p><input type="checkbox"/>plot cartoon <input type="checkbox"/>postcards <input type="checkbox"/>prediction posters <input type="checkbox"/>radio script <input type="checkbox"/>readers theatre</p> <p><input type="checkbox"/>retelling rap <input type="checkbox"/>setting sketch <input type="checkbox"/>story box <input type="checkbox"/>story collage <input type="checkbox"/>story layout</p> <p><input type="checkbox"/>story prop <input type="checkbox"/>story retelling <input type="checkbox"/>story sequel</p>									
<p>DAILY WRITING PRODUCTS every day students write from a prescribed writing prompt using one of these specified writing products</p>	<p><input type="checkbox"/>cards <input type="checkbox"/>comment and a question <input type="checkbox"/>dialogue journal <input type="checkbox"/>double entry journal <input type="checkbox"/>letters <input type="checkbox"/>poem <input type="checkbox"/>postcards</p> <p><input type="checkbox"/>quick write <input type="checkbox"/>reading log <input type="checkbox"/>simulated journal <input type="checkbox"/>snapshot <input type="checkbox"/>thought shot</p>									
<p>DAILY LANGUAGE CONVENTION <i>ALL Write</i></p>	104-112, 303, 179, 182-185, 347-354			125-136, 367-369		See high school DOL	468, 45, 195-207, 417-423, 205-207			

 <p>2006 WINTER Quarter 3</p> <p>CHARACTER BASED LITERACY PROGRAM</p> <p>Q3</p>	1	2	3	4	5	6	7	8	9	10
	January 30	February 6	February 13	February 20	February 27	March 6	March 13	March 20	March 27	April 3
<p>Justice Requires Restraint</p>  <p>There are things I can not say or do to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.</p>										
<p>MIDDLE SCHOOL PROGRAM students prepare, read, respond, explore and extend a designated portion from this text each day</p>	<p><i>HUSH</i> by Jacqueline Woodson</p>			<p><i>Shadow Spinner</i> by Susan Fletcher</p>			<p><i>Framed in Fire</i> by David Patneaude</p>			
<p>STANDARDS students master these standards tasks through focused teaching and coordinated daily learning opportunities</p>	<p>W2.4-2.5 <input type="checkbox"/>1 position <input type="checkbox"/>2thesis <input type="checkbox"/>3 evidence <input type="checkbox"/>4reasoning <input type="checkbox"/>5counterarguments W2.5 <input type="checkbox"/>1information <input type="checkbox"/>2intended audience <input type="checkbox"/>3style</p>									
<p>MAJOR WRITTEN PRODUCTS students will complete this major writing product during this novel/play</p>	<p>Persuasive essay</p>			<p>Persuasive speech</p>			<p>Business letter</p>			
<p>ONGOING PROCESSES the class completes these activities together each day during the novel as indicated on the lesson plan</p>	<p><input type="checkbox"/>timeline <input type="checkbox"/>word wall <input type="checkbox"/>map <input type="checkbox"/>kwl chart <input type="checkbox"/>open mind portraits <input type="checkbox"/>storyboard</p>									
<p>VISUAL ORAL PROCESSES each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types</p>	<p> <input type="checkbox"/>analytic cubing <input type="checkbox"/>bookmark <input type="checkbox"/>character show <input type="checkbox"/>character trait mobile <input type="checkbox"/>film comparison <input type="checkbox"/>g6 structure of text <input type="checkbox"/>idea ads <input type="checkbox"/>magazine layout <input type="checkbox"/>main idea analysis <input type="checkbox"/>media variant <input type="checkbox"/>plot cartoon <input type="checkbox"/>postcards <input type="checkbox"/>prediction posters <input type="checkbox"/>radio script <input type="checkbox"/>readers theatre <input type="checkbox"/>retelling rap <input type="checkbox"/>setting sketch <input type="checkbox"/>story box <input type="checkbox"/>story collage <input type="checkbox"/>story layout <input type="checkbox"/>story prop <input type="checkbox"/>story retelling <input type="checkbox"/>story sequel </p>									
<p>DAILY WRITING PRODUCTS every day students write from a prescribed writing prompt using one of these specified writing products</p>	<p> <input type="checkbox"/>cards <input type="checkbox"/>comment and a question <input type="checkbox"/>dialogue journal <input type="checkbox"/>double entry journal <input type="checkbox"/>letters <input type="checkbox"/>poem <input type="checkbox"/>postcards <input type="checkbox"/>quick write <input type="checkbox"/>reading log <input type="checkbox"/>simulated journal <input type="checkbox"/>snapshot <input type="checkbox"/>thought shot </p>									
<p>DAILY LANGUAGE CONVENTION <i>ALL Write</i></p>	423, 103, 94-96, 356-358, 466-469			427, 324-326, 428-429, 329-330			212, 214, 354, 369, 431, 216			

 2006 SPRING Quarter 4 Q4		1	2	3	4	5	6	7	8	9	10
		April 10	April 17	April 24	May 1	May 8	May 15	May 22	May 29	June 5	June 12
		Courage Requires Moderation  Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their wants and needs.									
MIDDLE SCHOOL PROGRAM students prepare, read, respond, explore and extend a designated portion from this text each day		<i>Bridge to Terabithia</i> by Katherine Paterson			<i>Paravana's Journey</i> by Deborah Ellis			<i>Beardance</i> by Will Hobbs			
STANDARDS students master these standards tasks through focused teaching and coordinated daily learning opportunities		W2.2 <input type="checkbox"/> 1 thesis <input type="checkbox"/> 2 evidence <input type="checkbox"/> 3 multiple sources <input type="checkbox"/> 4 questions <input type="checkbox"/> 5 perspectives <input type="checkbox"/> 6 charts, maps, graphs <input type="checkbox"/> 7 sources W2.1 <input type="checkbox"/> chronology (plot) <input type="checkbox"/> 2 point of view <input type="checkbox"/> 4 characters <input type="checkbox"/> 5 sensory details <input type="checkbox"/> 6 sequence <input type="checkbox"/> 8 significance <input type="checkbox"/> 9 actions									
MAJOR WRITTEN PRODUCTS students will complete this major writing product during this novel/play		News Writing			Biography			Explanation: How something works; How to make something; How to get somewhere			
ONGOING PROCESSES the class completes these activities together each day during the novel as indicated on the lesson plan		<input type="checkbox"/> timeline <input type="checkbox"/> word wall <input type="checkbox"/> map <input type="checkbox"/> kwl chart <input type="checkbox"/> open mind portraits <input type="checkbox"/> storyboard									
VISUAL ORAL PROCESSES each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types		<input type="checkbox"/> analytic cubing <input type="checkbox"/> bookmark <input type="checkbox"/> character show <input type="checkbox"/> character trait mobile <input type="checkbox"/> film comparison <input type="checkbox"/> g6 structure of text <input type="checkbox"/> idea ads <input type="checkbox"/> magazine layout <input type="checkbox"/> main idea analysis <input type="checkbox"/> media variant <input type="checkbox"/> plot cartoon <input type="checkbox"/> postcards <input type="checkbox"/> prediction posters <input type="checkbox"/> radio script <input type="checkbox"/> readers theatre <input type="checkbox"/> retelling rap <input type="checkbox"/> setting sketch <input type="checkbox"/> story box <input type="checkbox"/> story collage <input type="checkbox"/> story layout <input type="checkbox"/> story prop <input type="checkbox"/> story retelling <input type="checkbox"/> story sequel									
DAILY WRITING PRODUCTS every day students write from a prescribed writing prompt using one of these specified writing products		<input type="checkbox"/> cards <input type="checkbox"/> comment and a question <input type="checkbox"/> dialogue journal <input type="checkbox"/> double entry journal <input type="checkbox"/> letters <input type="checkbox"/> poem <input type="checkbox"/> postcards <input type="checkbox"/> quick write <input type="checkbox"/> reading log <input type="checkbox"/> simulated journal <input type="checkbox"/> snapshot <input type="checkbox"/> thought shot									
DAILY LANGUAGE CONVENTION <i>ALL Write</i>		161-167, 45, 224-226, 371, 307-312, 287, 288, 459, 462-464			42, 233-237, 302, 432-433, 143-148, 240			155-160, 31-33, 359-361, 433			

 <p>2006 SUMMER Quarter 5</p> <p>Q5</p> <p>CHARACTER BASED LITERACY PROGRAM</p>	1	2	3	4	5	6	7	8	9	10	
	June 19	June 26	July 3	July 10	July 17	July 24	July 31	August 7	August 14	August 21	
<p>Integrity Requires Wholeness</p>  <p>Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.</p>											
<p>MIDDLE SCHOOL PROGRAM students prepare, read, respond, explore and extend a designated portion from this text each day</p>	<p><i>Stuck in Neutral</i> by Terry Trueman</p>			<p><i>If You Come Softly</i> by Jacqueline Woodson</p>			<p><i>The Skin I'm In</i> by Sharon Flake</p>				
<p>STANDARDS students master these standards tasks through focused teaching and coordinated daily learning opportunities</p>	<p>W2.4-2.5 <input type="checkbox"/>1 position <input type="checkbox"/>2thesis <input type="checkbox"/>3 evidence <input type="checkbox"/>4reasoning <input type="checkbox"/>5counterarguments W2.4 <input type="checkbox"/>1 interpretation <input type="checkbox"/>2 clear ideas <input type="checkbox"/>3 examples <input type="checkbox"/>4 writer's techniques <input type="checkbox"/>5 effect on audience <input type="checkbox"/>6 support judgments through experience or text references W2.1 <input type="checkbox"/>1 plot <input type="checkbox"/>3 suspense and dialogue <input type="checkbox"/>4 characters <input type="checkbox"/>5 sensory details <input type="checkbox"/>9 gestures</p>										
<p>MAJOR WRITTEN PRODUCTS students will complete this major writing product during this novel/play</p>	<p>Poetry</p>			<p>Persuasive essay</p>				<p>Short story</p>			
<p>ONGOING PROCESSES the class completes these activities together each day during the novel as indicated on the lesson plan</p>	<p><input type="checkbox"/>timeline <input type="checkbox"/>word wall <input type="checkbox"/>map <input type="checkbox"/>kwl chart <input type="checkbox"/>open mind portraits <input type="checkbox"/>storyboard</p>										
<p>VISUAL ORAL PROCESSES each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types</p>	<p><input type="checkbox"/>analytic cubing <input type="checkbox"/>bookmark <input type="checkbox"/>character show <input type="checkbox"/>character trait mobile <input type="checkbox"/>film comparison <input type="checkbox"/>g6 structure of text <input type="checkbox"/>idea ads <input type="checkbox"/>magazine layout <input type="checkbox"/>main idea analysis <input type="checkbox"/>media variant <input type="checkbox"/>plot cartoon <input type="checkbox"/>postcards <input type="checkbox"/>prediction posters <input type="checkbox"/>radio script <input type="checkbox"/>readers theatre <input type="checkbox"/>retelling rap <input type="checkbox"/>setting sketch <input type="checkbox"/>story box <input type="checkbox"/>story collage <input type="checkbox"/>story layout <input type="checkbox"/>story prop <input type="checkbox"/>story retelling <input type="checkbox"/>story sequel</p>										
<p>DAILY WRITING PRODUCTS every day students write from a prescribed writing prompt using one of these specified writing products</p>	<p><input type="checkbox"/>cards <input type="checkbox"/>comment and a question <input type="checkbox"/>dialogue journal <input type="checkbox"/>double entry journal <input type="checkbox"/>letters <input type="checkbox"/>poem <input type="checkbox"/>postcards <input type="checkbox"/>quick write <input type="checkbox"/>reading log <input type="checkbox"/>simulated journal <input type="checkbox"/>snapshot <input type="checkbox"/>thought shot</p>										
<p>DAILY LANGUAGE CONVENTION <i>ALL Write</i></p>	169-178, 303			89-93, 94-97, 103, 83, 243-250				104-112, 303, 179-185, 121, 305			