

Estell Manor School District

English Language Arts Curriculum Grade K

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Phonemic Awareness,Phonics/Word Study, Speaking & Listening, Fiction, Nonfiction (cross-curricular),High Frequency Words, Text Types	September, October Approximately 30 Days
Unit 2: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme	November-December Approximately 35 Days
Unit 3: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme,	January- February Approximately 35 Days
Unit 4: Phonemic Awareness,Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular),High Frequency Words, Academic Vocabulary, Rhyme,	March-April Approximately 35 Days

Unit 5: Phonemic Awareness, Phonics, Speaking & Listening, Fiction, Nonfiction, Identify Key Details, Story Elements (cross-curricular), High Frequency Words, Academic Vocabulary, Rhyme, writing opinions	May-June Approximately 35 Days
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Core Materials:

Journeys by HMH

The Short Books (Series 1: First Words)

Handwriting Without Tears

Starfall.com

Reading Eggs

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.

	Money Management		CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed. Using writing as a means of communication through drawings, sight words and initial sounds will be writing goals.		Duration: September-October (Approximately 30 Days)
Standards		
SL.K.1.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.	
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).	
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	

RI.K.5.	Identify the front cover, back cover, and title page of a book.
RI.K.10.	Actively engage in group reading activities with purpose and understanding
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
R.F.K.1.	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.4	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5.	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers
W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
	Interdisciplinary Skills
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

	Technology	
8.1.P.A.2	Navigate the basic functions of a browser.	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
	21st Century life and Career Skills	
CRP4.	Communicate clearly and effectively and with reason.	
CRP6.	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<ul style="list-style-type: none"> • Good readers recognize that spoken words are represented by written language; they understand that words move left to right, from top to bottom, and page by page. • Pre-reading skills and the development of phonological and phonemic awareness will be the focus of this unit. Listening and conversation skills will be developed. • Writers use detailed pictures and words to tell stories. 		<ul style="list-style-type: none"> • How can I become a better listener and speaker? • How do we use our knowledge of letters and sounds to read words? • What tools does a writer use?
Evidence of Student Learning		
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>		Assessments
<p>After students listen to story a read or told by teacher, they are asked to retell the story in pictures. They are to draw one picture depicting the beginning of the story, one for the middle, and one for the end. Next, they should be able to use their drawings to retell the story to a partner.</p>		<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation/Anecdotal Notes • Questioning/Conversation • Running records <p>Summative Assessments:</p> <ul style="list-style-type: none"> • iRead Progress Monitor

<p>Students will illustrate their weekend in pictures and words, being sure to demonstrate understanding of details.</p>	<ul style="list-style-type: none"> • ReadyGen Unit assessment • Performance Task Rubric <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> • iRead Screener • HMH Reading Inventory • Linkit Assessment A <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Journals (words and/or pictures) • Comprehension Questions • Drawing a Picture to Show Comprehension with Verbal Explanation
<p align="center">Knowledge and Skills</p>	
<p>Content:</p>	<p>Skills</p>
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> • Model how to ask and answer questions • Model for students how to ask who, what, when, and where questions throughout the reading of the text • Demonstrate the purpose of a question mark • Assist students in determining what constitutes a “key detail” in a text • Read and reread stories to the students while increasing the complexity of the discussion of characters, settings, actions, problems, solution, and 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Understand that readers have different purposes for different books • Use pictures to help understand how stories unfold • Reread to help remember a story • Look at the pictures and think about what the characters are doing/saying to help understand confusing parts • Make voices match the character’s voice

resolution as children become more familiar with the story and text

- Discuss the main components of a story (e.g., setting, characters, problems, events, solution, resolution)
- Ask questions that will require children to identify characters, settings, and major events (Some examples might include: “Where did the story take place?” “Who are the characters in the story?” “Which character had a problem?” or “How did the character solve his/her problem?”)
- Use story maps during and after reading to help children learn the elements of a book or story
- Use a picture-walk to make inferences and draw conclusions about the text

Foundations Unit 1

- Talk about favorite parts of books with a partner
- Talk to a buddy about parts of books that are interesting
- Identify front cover, back cover, and title page of a book
- Recognize and name capital and lowercase letters of the alphabet.
- Distinguish sounds in orally stated words and manipulate and blend sounds to make new words
- Discriminate between letters, words and sentences, and read using understanding of conventions for direction (i.e., left to right and top to bottom)
- Find the title and author of a text
- Use pictures and text to draw conclusions and answer who, what, and where questions.
- Listen to, understand, and recognize a variety of texts
- Identify real-life connections between words and their use
- Identify new meanings for familiar words and apply them accurately
- Predict events of the read aloud and review predictions after the read aloud
- Ask and answer questions about books read aloud or independently
- Formulate sentences whose purpose is to ask questions

	<ul style="list-style-type: none"> • Understand the use of a question mark • Identify important details about a story • Create sentences beginning with some question words related to the story such as “who,” “what,” “when,” and “where”
Instructional Plan	
Suggested Activities	Resources
ABC Book: Ongoing activity where each letter is studied. Students practice with words that have that sound do and use the letter to create art representing the sound. These are collected throughout the school year. They are assembled into a book at the end of the year.	Letter practice and tracers, letter art handout.
With prompting and support from the teacher, students describe the relationship between key events of the overall story of <i>Little Bear</i> by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. *Any text with illustrations can replace <i>Little Bear</i>	Book- <i>Little Bear</i> by Else Holmelund
Read two texts on the topic of pancakes (e.g. Tomie DePaola's <i>Pancakes for Breakfast</i> and Christina Rossetti's "Mix a Pancake") and have the students distinguish between the text that is a storybook and the text that is a poem.	Book- <i>Pancakes for Breakfast</i> by Tomie DePaola Poem- Mix a Pancake by Christina Rossetti
Choose a story to read aloud to the class. Pair each student with a partner, and provide each two-person group with index cards that state the key details of the read-aloud along with several extraneous details that were not a part of the text. Challenge the students to illustrate the key details of the text by placing the cards in order and eliminating the extraneous cards. Allow the students to share their solutions orally by presenting their information to the class.	<i>Chrysanthemum</i> -Kevin Henkes (or another teacher choice) Index cards with key details Poem- Itsy Bitsy Spider

<p>During a read-aloud, prompt students to ask and answer questions about key details in the text. Provide guided questioning techniques as examples for students. Demonstrate how questions always end with a question mark. Focus on questions which begin with the words who, what, when, and where. Experiment with higher level questions that begin with how and why. After thorough demonstration and guidance regarding key details and how these key details can be discovered through questioning techniques, provide the opportunity for students to listen to another read-aloud. Challenge them to orally create their own questions and record their responses. Connect the questions to the evidence from the text, and require the students to demonstrate their understanding of these key details by drawing a picture or writing a short response.</p>	<p>drawing paper, crayons</p>
<p>Choose a book to be read aloud, but do not show the cover or the pictures. Read the book to the students. Place the students in groups of three and designate a “job” for each student in the group as follows: 1) draw a picture of the setting; 2) draw a picture of the main character; and 3) draw a picture of your favorite part of the book. The students in each group will not discuss their individual drawings until each has finished. Next, group all of the students together who had the same “jobs.” Students will share all of the setting pictures, main character pictures, and favorite book part pictures. Last of all, the teacher will share the original illustrations, and the students will evaluate which pictures were closest to what the</p>	<p>A familiar fairy tale or favorite fiction storybook</p>

illustrator really drew. They will explain why the illustrator chose to depict the illustration in the way he/she did.	
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students will read a poem book together and create a rhythmic beat. Students will reread and discuss other possible ways of presenting the poem. For example, students can choral read, clap it out, take turns, echo read, act it out, sing it.	Anchor chart with other suggested reading
With the help of a buddy and the teacher, students will create a chart describing behavior that is expected during independent reading.	Chart Tablet, markers, illustrations, etc.
Website Resources:	
www.starfall.com	www.abcya.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

Basic Skills/Economically Disadvantaged

- iRead data driven mini lessons
- Graphic Organizer
- Teacher modeling
- Vary activities by choice
- Reminders as needed
- Words will vary depending on text and prior knowledge
- Pre-Teach vocabulary or pre-teach lesson

Gifted and Talented

- Higher level questioning
- Reader Response extension
- Peer mentorin
- iRead data driven mini lessons

English Language Learners

- Picture Prompts
- Words will vary depending on text and prior knowledge.
- Story map graphic organizer

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Preview lesson and pre-teach vocabulary
- Use visual cues

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

Unit 2: Unit Summary: Areas of study for this unit will include using comprehension strategies in both fiction and informational texts, identify parts of a story, retelling and reenacting a story. Unit 2 will Continue to work with the concepts of letters, words and sounds, match words with same beginning and ending sounds, along with starting to blend and segment sounds. Witing will focus on using illustrations, letters, words and sentences for written expression.

Duration: November-December (Approximately 35 Days)

Standards

RL.K.1.	With prompting and support, ask and answer questions about key details in a text
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
	Interdisciplinary Skills
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
	Technology
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
	21st Century Life and Career
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP7.	Employ valid and reliable research strategies.
Essential Understandings	
Essential Questions	
<ul style="list-style-type: none"> Good readers make connections and retrieve and activate prior knowledge to connect to what 	<ul style="list-style-type: none"> How do readers use nonfiction text features to help learn and gain new understandings?

<p>is known and deepen understanding of the texts they read.</p> <ul style="list-style-type: none"> • Good readers are able to identify and locate text features. (glossary, index, table of contents) • Analyze text to find author's purpose. • Good readers are better able to recognize and understand text when they are familiar with text structure and genre features. • Writing helps us communicate our ideas, describe an experience, and inform an audience. • Research is the process of gaining information from a variety of resources. 	<ul style="list-style-type: none"> • How can I use strategies to gain knowledge and information? • How can we communicate our ideas and show a purpose through writing? • Why is it important to solve problems and where can I find the information to answer my questions?
<p align="center">Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>After working with text about cities and rural areas (ReadyGen module A) Student use a large roll of paper to create together what would typically be in a urban and rural areas. During center time, student place objects(toys like animals, cars, buildings... in different areas of the paper to demonstrate comprehension.</p> <p>Students present a nonfiction book of their choice. Research through the use of sticky notes ("WOW", "!", ":", etc.) organize important facts and information to share.</p>	<p align="center">Assessments</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation of performance task • Questioning/Conversation • Running records • Conferencing <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Lesson assessment • Unit assessments

<p>One Day in the Life: Students learn about the lives of others and they share their daily life. Students list three facts about a career of choice. Students dress up and present their career to class.</p>	<ul style="list-style-type: none"> • Curriculum Based Assessments for fluency and/or comprehension <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> • iRead Foundational Skills Inventory • HMH Reading Inventory • Linkit Assessment B <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Reading Response Journals • Rubric • Reader's Response Sentence Starters • Drawing a Picture to Show Comprehension with Verbal Explanation
<p align="center">Knowledge and Skills</p>	
<p>Content:</p>	<p>Skills</p>
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> • Model the use of graphic organizers (ex. KWL Charts) to ask and answer questions about key details in informational text • Model and guide students in answering and generating questions about key details in informational text (both read and listened to) • Prompt and support students as they make predictions about the text • Provide opportunities for students to listen to a variety of complex and age-appropriate informational text • Explain how informational text has a main topic 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify basic similarities in and differences between two texts on the same topic • Ask and answer questions about key details in a text • Recognize common types of text • Identify the front cover, back cover, and title page of a book • Describe the relationship between illustrations and the text in which they appear • Recognize common types of text • Retell familiar stories using vocabulary words and story elements (e.g., setting, characters, and main events). • Distinguish fantasy from reality

<ul style="list-style-type: none"> • Give examples of informational text and the main topics of each • Challenge students to determine the main topic of an informational text just by looking at the illustrations • Guide students to list the important details revealed in an informational text • Provide opportunities and guidance for students to retell the text orally, through pictures, or in writing <p>Fundations Unit 2</p>	<ul style="list-style-type: none"> • Recognize and discuss how informational text differs from literary text • Formulate sentences to properly ask a question • State the answers to questions by referring to key details/facts • Demonstrate how key details/facts form the necessary information critical to informational text • Understand that an individual is a person, an event is a thing that happens, an idea is something we think of, and pieces of information are what makes up informational text • Explain how two people in an informational text may be connected • Describe how two events in an informational text are connected • Describe how two ideas in an informational text are connected • Recognize and describe how two pieces of information in an informational text may be connected
Instructional Plan	
Suggested Activities	Resources
<p>The teacher will read a book aloud to the class and guide the class to participate in a 3-2-1 activity that will allow them to ask and answer questions about key details in the text. A “3-2-1” is: three things they discovered, two things they found interesting, and one question they still have. Students respond to the 3-2-1 in discussion and/or writing and share answers with a partner.</p>	<p>Nonfiction text</p>

Provide an opportunity for the students to be authors and illustrators. Inform the class that, in pairs, each student in the class is going to write an informational book. Allow the students to form pairs (or you choose the pairs). One student will be the author, and the other will be the illustrator. Working together, the students should create a mini-informational booklet. One student will be the author and provide the words, and the other student will be the illustrator and provide the pictures.	Visit a Library (in school or personal classroom library) for student driven selection
Students ask and answer questions about the animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's <i>What Do You Do with a Tail Like This?</i>	Book- <i>What Do You Do with a Tail Like This?</i> By Steve Jenkins and Robin Page
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students will pretend to be a reporter and they will interview a partner in the classroom about their life. With this information, students will create a "buddy biography" brochure about their partner.	
Website Resources:	
https://kids.nationalgeographic.com	information and leveled texts
https://www.getepic.com/	Leveled text
Modifications	
Special Education Students / 504 (These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

Basic Skills/Economically Disadvantaged

- KWL chart
- Teacher guided pairings
- Venn Diagram (pictures or words)
- Questioning techniques and amount of information being supplied

Gifted and Talented

- Ask open ended questions
- Use leveled texts and offer an advanced reader reading list
- Reader response extension

English Language Learners

- KWL chart
- Venn Diagram
- True or False, work with partners, and allow additional time
- Sharing with partners written or oral

Special Education

- Follow all IEP modifications/504 plan

- Provide differentiated instruction as needed
- Provide manipulatives or the opportunity to draw solution strategies
- Pre-Teach vocabulary
- Preview lessons
- Use visual cues

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

Unit 3 Summary: Skills and instructional focus for this unit will include developing comprehension strategies when reading any type of text, identify story elements, sequencing the events in a story. Self-selecting “just right” books and begin to read independently as student develop the ability to rhyme, blend, segment and manipulate sounds. Use of capitalization and punctuation appropriately in writing and writing to share or explain information will continue to be developed.

Duration: January- February (Approximately 35 Days)

Standards

RL.K.1.	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
RL.K.2.	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
RL.K.4.	Ask and answer questions about unknown words in a text.
RL.K.10.	Actively engage in group reading activities with purpose and understanding.
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts
RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RF.K.1.	Demonstrate understanding of the organization and basic features of print.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
	Technology
8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
	21st century Life and Career
CRP12.	Work productively in teams while using cultural global competence.
Essential Understandings	Essential Questions
<p>Good readers make connections with text (text-to-text, text-to-self)</p> <p>Good readers use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations.</p> <p>Analyze text to identify story elements.</p>	<p>How can you identify the difference between realistic fiction vs. fantasy?</p> <p>How can you identify important elements of fictional literature?</p>
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Assessments
<p>Engineering Activity</p> <p>Overview</p> <p>Based on the <i>Three Little Pigs</i> story, the students are to imagine that there are no bricks available and that they have to help the third pig by using the Engineering Design Process. They will build a house for the third little pig so that when the wolf comes to visit, he will not huff and puff and blow the house down.</p> <p>Objectives</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Student work samples • Peer/self assessment • Respond on Individual Whiteboards <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Lesson assessments

<p>Students will be able to:</p> <ul style="list-style-type: none"> • Brainstorm several ideas for making a strong house • Predict which materials will be best for building • Use prior and new knowledge to design the device • Compare the suitability of different designs • Describe in simple terms what an engineer does <p>http://www.ciese.org/curriculum/engineering/three_little_pigs.html</p> <p>Children pretend they are friends with the main character in the text selections they have been working with (<i>I Love Saturdays y dominigos</i> and <i>Apple Pie 4th of July</i>- Pearson, ReadyGen) They will draw, dictate, or write a simple narrative about a day they spend together.</p>	<ul style="list-style-type: none"> • End-of-unit or chapter tests <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> • iRead Screener • HMH Reading Inventory • Linkit Assessment B <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Comprehension Questions • Written Comprehension Responses • Lesson Record Anecdotal Note Pages • Reading Response Journals • Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> • Guide students as they retell familiar stories, prompting them with the questioning techniques • Model the use of story maps to retell important events of a story in the correct order • Challenge each student to retell a familiar story to a partner, leaving out a key detail; the partner will repeat the retelling and include the key detail that was omitted 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> • Engage in group reading activities with purpose and understanding • Ask and answer questions about key details in a text • Identify characters, setting, and major events in a story • Retell familiar stories including details • Identify main topic and retell key details of a text

<ul style="list-style-type: none"> • Encourage retelling by using open-ended prompts when necessary (What do you remember about ____? Describe what happens when? Why did?) • Provide opportunities for story retelling through dramatization, pictures, and words • Ask questions role-play, use story props, puppets, etc., to compare and contrast the adventures of characters from two stories that have been read and reread to the children • Use a graphic organizer to compare and contrast the adventures and experiences of characters in familiar stories • Teach words for comparing and contrasting. (Examples of contrasting words: although, instead of, however, different from. Examples of comparing words: alike, same as, similar to, as well as) 	<ul style="list-style-type: none"> • Identify basic similarities and differences between two texts on the same topic • Compare and contrast the adventures and experiences of characters in familiar stories • Describe the relationship between illustrations and the story in which they appear • Participate in collaborative conversations about shared reading • Describe characters' actions and feelings in a story • Retell familiar events and stories in the sequential order through oral language, pictures, and/or writing • Discuss and determine details that are important and unimportant • Organize key details from a story that are out of order • Relate the key details in a story using a story map
Foundations Unit 3	
Instructional Plan	
Suggested Activities	Resources
With prompting and support from the teacher, students compare and contrast the adventures and experiences of the owl in Arnold Lobel's <i>Owl at Home</i> to those of the owl in Edward Lear's poem "The Owl and the Pussycat."	The Owl and the Pussycat and Owl at Home
Read and reread familiar stories to students. For example, read The Three Little Pigs and The Three Billy Goats Gruff. Using a Venn diagram, prompt students to compare and contrast the adventures and experiences of the characters from both stories by describing how they are different and how they are alike. Encourage students to	Teacher choice of familiar books

use comparing and contrasting words as they compare and contrast the characters' adventures and experiences.	
Using a read-aloud, discuss with the students the characters, the setting, and the major events of the story. Provide the students a story map upon which they will list the main characters, the setting of the story, and at least three major events. Demonstrate how to complete the story map using chart paper or an interactive board. Next, challenge the students to identify the conflict evident in the story and illustrate how the conflict was solved.	Blank Story Map
Read and reread a variety of nursery rhymes and poetry books, identifying rhyming words. For example, reproduce rhyming words from nursery rhymes or poetry books. Have students identify the pairs of words that rhyme and illustrate words for a class book Rhyming Words. Encourage students to read the book with a partner.	Teacher choice of poems, nursery rhymes or song lyrics
Students create a reading word wall by writing down words and their definitions on index cards with the help of a buddy or teacher and a dictionary. (On going).	Index cards and writing tools
Students dress as their favorite Dr. Seuss character and share facts for Dr. Seuss Day.	Individual costumes and Dr. Seuss books
Students act out their favorite fiction story from the unit with their peers. Students will portray the characters and use the plot, thematic intent, and story sequence to act out this story. This will help students to deepen their understanding of the story.	Mentor Texts from unit, paper and art supplies to make simple props.
Students create setting backdrop to go with Fiction story from unit. Students will use this theatrical design using information from the story, including the setting elements.	Bulletin paper roll, crayons, markers, and Mentor Texts
Website Resources:	

www.brainpopjr.com	Online resource
https://www.speakaboos.com/stories/nursery-rhymes	text can be read and printed
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Graphic organizers • Venn Diagram • Highlighted rhyming words • Vary words depending on text and prior knowledge • Modify story • Visual cues 	
Gifted and Talented <ul style="list-style-type: none"> • Teachers choice of story complexity • Expand their reading bookshelf “variety of genre” • Literature circles 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Small group instruction-guided reading • Small group guided writing • Chants, songs • iRead data driven mini lessons 	
Special Education <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Provide students with story maps • Pre-Teach vocabulary 	

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 4 Summary: In this unit students learn, practice and explore higher level comprehension strategies to understand, remember, and discuss stories and informational text and read with fluency and

Duration: March- April (Approximately 35 Days)

<p>expression,as well as retell a story in sequential order. They become more proficient with making and decoding words.More focus will be on writing connected sentences that tell a story with some details and writing to gather and pass on information. Written work will demonstrate more consistent and appropriate use of capitalization and punctuation</p>	
Standards	
RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
L.K.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> ● Print many upper- and lowercase letters. ● Use frequently occurring nouns and verbs. ● Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).

	<ul style="list-style-type: none"> • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities.
L.K.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.K.5.	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are colorful). • D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
W.K.3.	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
W.K.5.	<p>With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).</p>
W.K.7.	<p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>

W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Interdisciplinary skills	
K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time.	
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
	Technology	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
	21st Century Life and Career Skills	
CRP4.	Communicate clearly and effectively and with reason.	
CRP6.	Demonstrate creativity and innovation.	
Essential Understandings		Essential Questions
<p>Content readers use text features and context clues to determine meaning of unknown words.</p> <p>Content readers identify and retell key ideas, as well as categorize and summarize important information.</p> <p>Write in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Listen actively to information from a variety of sources in a variety of situations.</p>		<p>How can you use prior knowledge and the writer's words to determine meaning?</p> <p>How do good readers employ strategies to help them understand text?</p> <p>How do good readers interpret and analyze text to make it personally relevant and useful?</p> <p>How does visualizing or creating a mental image enhance understanding?</p> <p>How can you identify different types of clouds?</p>
Evidence of Student Learning		
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>		Other Assessments

<p>Students become meteorologists as they explore the conditions that make up weather. They create a television weather broadcast with a partner.</p> <p>Students write a story about the main character in Come on, Rain! and what she might do in a snowstorm</p> <p>(ReadyGen Unit 3 Module B)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class discussion • Exit slips • Student writing samples <p>Summative Assessments:</p> <ul style="list-style-type: none"> • End of Unit Assessments • Linkit Skills Assessment • Project Rubric <p>Benchmarks Assessments:</p> <ul style="list-style-type: none"> • iRead Foundational Assessment • HMH Reading Inventory • Linkit Assessment C <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Written Comprehension Responses • Sentence Starters • Verbal Explanation
<p align="center">Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Instructional Strategies for Teachers:</i></p> <ul style="list-style-type: none"> • Provide opportunities for students to listen to and read a variety of kindergarten level informational text 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • confirm/alter predictions based on evidence from the text • Identify and recognize different cloud types • Identify and recognize weather terms.

<ul style="list-style-type: none"> ● Engage students in discussions using new vocabulary from text read aloud ● Model making predictions about what is being read ● Model for students how to retell a text in one's own words ● Provide opportunities for students to develop comprehension skills by listening to a variety of increasingly complex informational texts ● Provide opportunities for students to talk about what they have read or heard read 	<ul style="list-style-type: none"> ● Use strategies to develop deeper understanding of vocabulary related to weather. ● Keep a weather journal. ● Record data on weather charts. ● Use Nonfiction text features to identify parts of a book.
Foundations 4 & 5	
Instructional Plan	
Suggested Activities	Resources
Invite parents in as a “guest speaker” for literacy centers.	
Using common topics from science, provide topics written on note cards for the students. Working in small groups, the students will take each topic and brainstorm about what they already know. Together the group will create a small informational booklet containing the facts they have learned. They will then illustrate the facts. The students will share their booklets with the class and explain the relationship between the illustrations and the text.	Classroom library of science “weather” related books Note cards
Students observe different shapes created from clouds by lying on backs outside. Students create cloud based on observation.	<i>Shapes in the Sky: A book About Clouds</i> , towels & blankets, cotton balls, construction paper.
Students create a reading word wall (On going) with science-weather related terms to be used in weather journal	Index cards and writing tools

Students take a walk and describe what they experience relating to the weather using their senses.	Clip Boards, Note Paper, Pencil .
Student create "Weather Log Journal" to record changes in weather patterns.	Folders, Journals, Appendix pages, Graphic Organizers, & Writing Tools
Students appreciate rich language of poems about seasonal and weather changes. Students analyze similarities and differences among the seasons through poetry. Discuss imagery and creative language choices.	POEM: Weather: Poems for All Seasons by Lee Bennett Hopkins
Website Resources	
www.brainpopjr.com	
http://www.teacherstryscience.org/kids	Science websites for kids
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for further ways to accommodate and modify</i></p>	

Suggested Options for Differentiation	
English Language Learners	<ul style="list-style-type: none"> • KWL • Notes adjusted to levels: Pictures & Words or just pictures • Discussions through varied groups: Small group/ Partners/1-1
Gifted and Talented	<ul style="list-style-type: none"> • Higher level questioning • small group extension lessons
Basic Skills/Economically Disadvantaged	<ul style="list-style-type: none"> • Teacher guided 1-1 or small group instruction • Words will vary depending on text and prior knowledge • Logs & resources adjusted to student's levels through pictures and words
Special Education	<ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Use speak to text programs or dictation • Provide students with notes from the lesson

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing	√	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words
8.1.2.A.2.	Create a document using a word processing application.

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
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<p>Unit 5 Summary: Decoding and emphasis on comprehension strategies to understand, remember and discuss stories and informational text and read with fluency and expression will continue in fiction and nonfiction texts. Focus will be on writing to tell a story and writing to gather and pass on information. Written work will demonstrate more consistent and appropriate use of capitalization and punctuation.</p>	<p>Duration: May- June (Approximately 35 Days)</p>
<p>NJ Student Learning Standards</p>	
<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.K.3. With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	

RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic.

RF.K.1. Demonstrate understanding of the organization and basic features of print. RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.K.4. Read emergent text with one-to-one correspondence to develop fluency.

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p style="text-align: center;">Interdisciplinary skills</p> <p>6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines</p> <p>6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.</p> <p>6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others</p> <p>1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.</p> <p style="text-align: center;">Technology</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p style="text-align: center;">21st Century Life and Career</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p>	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers use personal connections from a book to generate ideas for their own writing • Writers write about their personal experiences • Writers include a clear sequence and descriptive details in their writing. • Opinions are made after considering facts and feelings 	<ul style="list-style-type: none"> • How do writers come up with ideas for stories? • How do writers make their stories more clear and interesting? • How can I make my opinions clear with words, written or spoken.

Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students will make a poster about what makes a good personal narrative. They will include pictures and words to describe the information.</p> <p>Teacher presents two texts, such as <i>On the Town: a Community Adventure and Places in my Neighborhood</i> (ReadyGen Unit 6) Students state and support an opinion about which selection they like better and give at least 3 reasons.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom activities and discussions • “Tell what you know” Students are given a set amount of time to draw or state what they have learned <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Project rubric <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit of Year Benchmark • Linkit Assessment • HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Group Work • Class Discussion Rubric • Teacher Observation • Participation Rubric
Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • different literary genres including: fantasy, nursery rhymes, folktales, fables and poetry • how to identify characters, setting, and main idea • confirm/alter predictions based on evidence from the text • purpose for writing • how to produce a written response 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • distinguish between fiction and non-fiction • identify characters, setting, and main idea • compare/contrast stories • Form and support opinions • use comprehension strategies including making connections, visualizing and inferring • produce and write beginning and ending sounds, and some medial sounds
Instructional Plan	
Suggested Activities	Resources
<p>“Share the Pen”: Story character and setting are given by the teacher. Each student adds a line until the story is complete. This can be done orally with the teacher acting as scribe.</p>	Large paper
<p>What do You Think? Teacher asks an opinion question. It could be as simple as “ice cream or candy?” or “did you like this character or that character better?” The student walk to a designated side of the room. As a group they will try to change the other side’s mind with reason. Then, ask if anyone would like to switch.</p>	
<p>Assemble the ABC book: Give students their ABS pages. They help each put them in alphabetical order.</p>	Previously Completed Alphabet pages, book binding
Websites	
<p>https://www.readinga-z.com/</p>	online stories

https://www.getepic.com/	online stories
http://www.abcya.com/	activities
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Use a strong student as a “buddy” (does not necessarily have to speak the primary language) ● Preview lessons ● Graphic organizers ● Pre-teach key vocabulary ● Build background knowledge ● Use visuals 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design questions ● Choice board to extend learning 	
<p>Basic Skills/Economically Disadvantaged/Students at Risk</p> <ul style="list-style-type: none"> ● Highlight key words 	

- iRead data driven mini lessons
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- reword explanations
- have student repeat key ideas

Estell Manor School District ELA Curriculum

Grade 1

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Phonemic Awareness, Phonics, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, (cross-curricular), Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	September- October Approximately 25-30 days
Unit 2: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	October- November-December Approximately 25-30 days
Unit 3: Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing, Write Narratives, Revise & Edit	January-February Approximately 25-30 days
Unit 4: Phonemic Awareness,Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish, Retell in sequence, Compare and Contrast.	February-March Approximately 25-30 days

Unit 5: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives, Revise, Edit, & Publish,	March-April-May Approximately 25-30 days
Unit 6: Phonemic Awareness, Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing, Write Book Review, Revise, Edit, & Publish,	May -June Approximately 25-30 days

Core materials:

Scholastic Leveled books
 Journeys Leveled Readers
 Harcourt Brace leveled readers
 RAZ kids
 Reading Eggs

Unit 1 will address the following 21st Century Life and Careers skills:	
Check all that apply 21st Century Themes	Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary: This Unit will encompass reading from a multitude of genres to include fiction, non-fiction, and poetry. Students will read closely to identify words within text to establish meaning. Students will transfer their reading into evidence -based opinion writing across the curriculum through student collaboration and shared feedback.	
NJ Student Learning Standards: RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 Identify who is telling the story at various points in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9 Compare and contrast the adventures and experiences of characters in a story. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade. RI.1.1. Ask and answer questions about key details in a textRI.1.2. Identify the main topic and retell key details of a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic, electronic menus, icons) to locate key facts of information in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed words. Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.2.A. Identify the basic features of a digital device and explain its purpose.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP12. Work productively in teams while using cultural global competence.

Essential Understanding

Essential Questions

Students will understand that...

- Students can read and reread the whole time during reading time.
- Students can make a picture in their mind before reading, predict, and revise images as they read the story.
- Students can talk with their partners about books in ways that helps them both understand, comprehend and have fun.
- How can I use my writing rubrics and checklists to help me write my persuasive opinion pieces with information about what I researched and had an opinion about?

- How can readers build stamina to read and reread for the entire time?
- How do readers make sure that they are understanding and picturing what they are reading?
- How can readers talk with their partners about books in ways that lets them share and think about them and enjoy the text?
- Good listening and speaking skills help us better understand each other.
- Listening and responding to what we hear develops our understanding and knowledge.

Evidence of Student Learning

Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>After with with the story <i>Stellaluna</i> Students will write sentences and illustrate the friendship between the birds and Stellaluna. How did the Characters show friendship when they first met and later in the story.</p> <p>(Module A <i>ReadyGen</i>)</p> <p>Use Facts from <i>Time to Sleep</i> and <i>What Do You do With a Tail Like This?</i> to write questions about animals.</p> <p>(Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Project Specific Rubrics • Students' writing <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark • iRead Foundational Skills assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Wordle of Key Terms • Discussion Rubric • Teacher Observations • Sentence Frames • Group Work/Class Work
Knowledge and Skills	

Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • <i>Use pictures and story details to describe the characters, settings, and story events.</i> • <i>Understand the components and routines of the readers' workshop model.</i> • <i>Make thoughtful book choices.</i> • <i>Think and talk about books with each other to enhance their learning community.</i> • <i>Stay focused on their reading throughout the reading workshop</i> • <i>Have tools to figure out tricky words and demonstrate flexibility in their use of print strategies</i> • <i>Use expression and read with fluency</i> • <i>Help each other to build comprehension, fluency and monitoring</i> 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Gather as a community to learn how to read, share ideas, listen, and celebrate their progress as developing readers • Recognize different parts of books • Listen, share, and use the ideas that are discussed during workshop to grow as readers • Determine places in their environment where they can do they best reading and thinking • Use story elements to help them understand what they are reading • Use personal experiences when reading in order to share what they know and develop questions • Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text • Visualize when they investigate, learn from, and practice their reading • Use clues to help them determine the meaning of unfamiliar words

	<ul style="list-style-type: none"> • Notice and learn from information presented in pictures or illustrations and information provided by words in the text. • Choose books carefully so that they don't find themselves reading a book that is either too easy, or too hard for them to understand • Explore a variety of genres as they expand their curiosity about the different books that they read. • Record what they think about and learn from books they read • Remember the facts from their nonfiction texts when they retell and share this information with a partner • Improve and grow they need to practice so they can build their reading strengths. • Vary their reading selections to incorporate different genres.
Instructional Plan	
Suggested Activities	Resources

Play Vocabulary Simon Says. Teacher provides movement words from poetry selections and students “act out” the words.	Poetry selections, movement words
Students create vocabulary posters in the beginning of each unit. Groups of students illustrate the covers of each mentor text and add vocabulary words to create a class anchor chart	Chart paper, art supplies, Schoolwide vocabulary lists
Students illustrate good vs. bad partner sharing (turn and talk) strategies on a paper divided in two. Ex: one side showing students talking all at once (speech bubbles) vs. other side students raising their hands, etc	Journals, crayons, pencils
Students choose a favorite character from a mentor text to act out, portray likes and dislikes.	props
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Videos, fun facts, and games of various animals and photography	www.Kids.Nationalgeographic.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education/504

- Follow all IEP modifications/504 plan
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Work closely with teacher during completion of activities.

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 2: Integrated English Language Arts / 1st Grade	Duration:5-6 Weeks Approximately 25-30 days
Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence -based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear constructive responses.	
NJ Student Learning Standards	
RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6. Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RI.1.1Ask and answer questions about key details in a text. RI.1.2Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Interdisciplinary skills

1.1.2.C.1 Identify basic elements of theatre and describe their use in a variety of theatrical performances.

1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.

1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Students will notice patterns, self-monitor, and self- correct as they read. • Readers use pictures and words to learn important information about the characters. <p>Readers reread books to notice important clues and how the story and characters may develop and change.</p>	<ul style="list-style-type: none"> • How do readers develop fluency and make meaning while reading? • How do readers get to know the characters in their books? • How can rereading help readers notice more fiction elements?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Based on Readings <i>Recess Queen</i> and <i>A Fine, Fine School</i>, Children will think about how the characters acted as good classroom citizens. They will write their opinions about how a good classroom citizen acts and and supply reasons. (Module A <i>ReadyGen</i>)</p> <p>Students will use Bryan from <i>Far From home</i> or a student of their choice from <i>Going to School</i> and compare and contrast this student's school experience with their own. (Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Quizzes • Classroom discussions • Students' daily work <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Opinion Rubric • Module 2 Unit Assessment <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark <p>Alternative Assessments</p>

	<ul style="list-style-type: none"> ● Draw a Picture to Show Comprehension with Verbal Explanation ● Group Work/Class Discussion Rubric ● Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Identify and understand who their characters are. ● Identify and understand where and when the setting is. ● Understand and describe major events in their stories, using key details. ● Think and talk about characters, setting, and major events ● Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts ● Retell to check for understanding and contribute to conversation. ● strategies to help them comprehend what they read. ● Monitor comprehension to make sure they understand what they read. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Find words and phrases in stories or poems that describe a character or narrator's feelings ● Compare and contrast characters' experiences in a story ● Compare and contrast characters' experiences and adventures from two different stories ● Reread and think closely about story elements from beginning to end ● Make predictions and understand characters and their problems ● Notice similarities and differences when reading different versions of a familiar story ● Use information from pictures and text to get to know characters ● Infer characters' feelings, motives, and attributes using prior knowledge and the text itself ● Use personal schema to connect with and understand realistic fiction stories

	<ul style="list-style-type: none"> Engage with fictional texts as they visualize who, when, where and what Generate questions as they read.
Instructional Plan	
Suggested Activities	Resources
Choose on illustration from their read and write a caption.	Text, paper,
Students will perform Reader's Theater stories for their classmates. Students will dress like and create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater story, props, materials to make the setting and costumes
Students create a venn diagram using hula hoops and post-it's to explain major differences between fiction books, informational books and what is included in both. Students present information to the class once venn diagrams are completed.	2 Hula Hoops, post-it notes, pencils
Websites	
Online story books that can be shared using the interactive projector or used as a resource for centers.	www.tumblebooklibrary.com
Catchy rap songs that can be used to engage students	www.flocabulary.com
Short reading passages that help focus on comprehension	www.readworks.org

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Pair with a strong student as a “buddy”
- miming and roleplay
- personal word walls / word rings
- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented

- Organize and offer flexible small group learning activities
- problem-solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words pertaining to the unit

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply
21st Century Themes

Career Ready Practices

9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 3 : Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary	

This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strengthen comprehension and fluency. Students will engage in daily lessons and activities that teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence-based writing will occur across the narrative, informational, and opinion units with a strong focus on writing meaningful, clear, constructive responses.

NJ Student Learning Standards

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions (e.g., listening to others with care,

speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

<ul style="list-style-type: none"> ● Nonfiction readers think about background knowledge, make observations, and ask questions. ● Readers use various text features to extend their knowledge about the topic. ● Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding. 	<ul style="list-style-type: none"> ● What is happening in the text, how does that work, and what does that mean? ● How do the text features help readers understand the information? ● What are the strategies that readers can use to figure out words that they don't know?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students write about a choice they made to save money or spend or spend money.</p> <p>Class will generate a list of goods and a list of services. Students will choose a good or a service he or she feels is especially important and write their opinion about. They will support opinions with a reason.</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Student opinion writing rubric ● Class discussions ● Conferencing <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Quizzes ● Unit Assessments ● Linkit Skill Assessments <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Mid year benchmark ● Linkit ELA Test B ● HMH foundational Skills Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● retell or act out ● respond to stories orally

	<ul style="list-style-type: none"> • recognize a set of high frequency words • KWLA Chart: Know, Want to Know, Learn, Analyze
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to use pictures and details in an informational text to help me explain the key ideas. • Think and learn new things when they read nonfiction. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text • Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. • Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Learn new information about interesting subjects and topics by reading and studying nonfiction texts • Use the text features of nonfiction as clues • Slow down and take time to notice the features, details, information, and new words in nonfiction texts • Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense • Use dates, timelines, and key ideas that are organized chronologically to help them learn about history and important people

	<ul style="list-style-type: none">• Stop and use strategies when coming upon unfamiliar words or phrases, or when something does not make sense• Know that it is important to determine why a writer wrote his or her text• Uncover the messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books• Use a Table of Contents to find out where information is located in the nonfiction text they read• Use captions and labels to help them identify the visual information that's represented in illustrations and photos• Determine the meaning of unknown words by using fix-up strategies, background knowledge, and context clues to help them• Better understand the nonfiction text they read when they activate their prior knowledge and make connections
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	<ul style="list-style-type: none"> • Use “who, what, when, where, why, and how” questions to help them clarify and understand information • Learn how the genre of literary nonfiction presents real information by using literary language and a story structure • Recognize how sequential structures help them understand order and procedures in the nonfiction text they read • Use timelines to help gain additional information about the topics they are reading and learning about • Use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about <p>Synthesize information to help them demonstrate and better understand what they have learned</p>
Instructional Plan	
Suggested Activities	Resources

Students explore various non-fiction virtual tours on Google Street View. Discuss and clarify, with a partner, facts (not opinions) learned from virtual tour.	Interactive projector, Chromebook, google street view links
Have a Non-Fiction Text Feature Scavenger Hunt. Break class into teams and the team that finds the most non-fiction text features wins the scavenger hunt. Students use post-it to mark all nonfiction text features.	Mentor texts that have all features of nonfiction, anchor chart, post-its.
Websites	
Short reading passages that help focus on comprehension	www.readworks.org
Short reading passages to improve comprehension, assessments included	www.readtheroy.org
Printable materials for specific skills.	http://www.readinga-z.com
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for additional ways to accommodate and modify</i></p>	

Suggested Options for Differentiation

English Language Learners

- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons
- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- *Cloze* activities

Gifted and Talented

- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk

- Make use of books on digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.4.	Demonstrate developmentally appropriate navigation skills in virtual environments
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 4: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative, informational, and opinion units with a strong focus on narratives and writing longer responses.	
NJ Student Learning Standards RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3 Know and apply grade- level phonics and word analysis skills in decoding words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Interdisciplinary skills

1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

6.1.P.A.1. Demonstrate an understanding of rules by following most classroom routines.

6.1.4.A.1. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers skills

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Students are able to use rubrics effectively • Effective readers use appropriate strategies as needed to construct meaning. • An understanding of Standard American English helps us understand what we read and what we hear. • Good listening and speaking skills help us better understand each other. • Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding. 	<ul style="list-style-type: none"> • How can I use my writing rubrics and checklists to help me write my narrative stories and informational books to teach with information about what I researched? • What should I look for when editing and revising my writing? Am I checking for: capitalization, punctuation, grammar, spelling? • What are the strategies that readers can use to figure out words that they don't know?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> • Students will reflect on the importance of families in the stories they have read. They will create a narrative that tells about a family. • Using the information gathered from <i>How a seed grows and The life Cycle of an Apple Tree</i> to explain how a seed grows 	Formative Assessments <ul style="list-style-type: none"> • Narrative Rubric • Opinion Rubric • Performance Assessments • Exit Slips • Conferencing Summative Assessments <ul style="list-style-type: none"> • Tests • Quizzes • Projects

	<p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Reading Benchmark ● Linkit Assessment C ● HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Create a bookmark list facts from <i>How a seed grows and The life Cycle of an Apple Tree</i> ● Create a comic strip of story that includes all story elements ● Diary entry from a character students have read about.
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to use pictures and details in an informational text to help me explain the key ideas. ● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Learn new information about interesting subjects and topics by reading and studying nonfiction texts ● Use the text features of nonfiction as clues ● Slow down and take time to notice the features, details, information, and new words in nonfiction texts ● Familiarize themselves with the structures that writers use in order to

	<p>present their information in a way that makes sense</p> <ul style="list-style-type: none"> • Stop and use strategies when they come upon unfamiliar words or phrases, or when something does not make sense
Instructional Plan	
Suggested Activities	Resources
Teacher reads aloud a story without showing the illustrations. Students will use details in a story to create illustrations that describe its characters, setting or events. Students retell the story to a partner using their illustrations to help. Teacher re-reads story showing the illustrations to compare.	Reading Response Journal, crayons, pencils, mentor text
Students play Word Charade to clarify the meaning of words and phrases in a text. Break the class into teams. Display mentor texts and have students act out words. Students have a chance to guess the correct word and explain what it means.	Mentor text, interactive projector, easel (for keeping score)
Students develop question based on their reading. Then attempt to answer one another's questions in a game format.	<i>How a seed grows, The life Cycle of an Apple Tree</i> Post-its, pencils
Websites	
Short teaching videos in all content areas that include interactive quizzes.	www.brainpop.com
Printables, activities and lesson plans	https://www.education.com/games/grammar/
Modifications	

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan

- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness	✓	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.
	Career Preparation	✓	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 5: Integrated English Language Arts / 1st Grade	Duration: 5-6 weeks Approximately 25-30 days
Unit Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, non-fiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.	
NJ Student Learning Standards	
RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries) menus, icons) to locate key facts or information in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text. RI.1.9 Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures).	

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon norms for discussions. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary skills

1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Technology

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using electronic tools.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understanding

- Nonfiction readers think about background knowledge, make observations, and ask questions.
- Readers use various text features to extend their knowledge about the topic.
- Readers can use pictures/illustrations and surrounding text features to gather additional information about unknown words to gain understanding.

1. Essential Questions

- What is happening in the text, how does that work, and what does that mean?
- What are the strategies that readers can use to figure out words that they don't know?
- How do the text features help readers understand the information?

<ul style="list-style-type: none"> How do readers apply word structure analysis and vocabulary skills to comprehend selections? 	<ul style="list-style-type: none"> Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Children will write a realistic fiction or make-believe story that includes the moon as a central feature. Ideas and inspiration should come from <i>King Kafu and the Moon</i> and <i>Let's Visit the Moon</i>. (Module A <i>ReadyGen</i>)</p> <p>Students will write a question and answer book about a planet or another element of the solar system using <i>Our World in Space: Planets and the Sun</i> and other texts. *Extension: These can be put into a presentation using word processing programs, and students can add graphics. They will present their projects to classmates. (Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> Narrative Rubric Informational Rubric Project <p>Summative Assessments</p> <ul style="list-style-type: none"> Unit Tests Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> Benchmark assessment Comprehension Skills Assessment (HMH Reading Inventory) <p>Alternative Assessments</p> <ul style="list-style-type: none"> Group Work/Class Discussion Teacher Observation Verbal Responses Student Friendly Rubrics Modified Graphic Organizers
Knowledge and Skills	
Content	Skills

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Define words by category and one or more attribute. • Name and focus on the topic • supply some facts about the topic and add details to strengthen writing • Provide closure • Respond to questions and suggestions from peers • with assistance, use digital tools to produce and publish writing • With guidance and support, recall information from experiences or gather information from provided sources to answer a question • Recognize a set of high frequency words 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Answer text based questions after reading and rereading informational text • Find key details about a text and share verbally on in writing • Read grade -level high frequency words with irregular spelling patterns • Create written texts for others to read.
Instructional Plan	
Suggested Activities	Resources
Students will practice organizing sentences regarding the solar system they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an “All About Book” topic and can write down or draw facts they already know about their selected topics on a sheet of paper or brainstorm possible places for research.	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com

Videos, fun facts, and games of various animals and photography	www.google.com/streetview/
Short reading passages that help focus on comprehension	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Practice finding subject and verb in text sentences ● Allow for additional wait time for student responses ● Preview lessons ● Create cognate chart 	
Gifted and Talented <ul style="list-style-type: none"> ● Organize integrated problem-solving simulations ● Higher level questioning ● Students design questions ● Choice board to extend learning 	
Basic Skills/Economically Disadvantaged/Students at Risk <ul style="list-style-type: none"> ● iRead small group or individual data based lessons ● Chunk texts ● Graphic organizers ● Use of a <i>Whisper phone</i> or have students read aloud 	
Special Education/504 <ul style="list-style-type: none"> ● Follow all IEP modifications/504 plan ● Pre-teach and model strategies to learn and practice new vocabulary ● Provide differentiated instruction as needed ● Provide students with a study guide before a test or quiz to help them prepare ● Cooperative learning groups 	

Unit 6 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.	Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 6: Integrated English Language Arts / 1st Grade	Duration: 5-6 Weeks Approximately 25-30 days
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Unit Summary:

This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. In addition, attention will be given to grade level conventions. Continued emphasis on evidence-based writing will occur across with a strong focus opinion writing and writing meaningful constructive responses.

NJ Student Learning Standards

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Interdisciplinary skills

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers Skills

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies.	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Writers look for examples of well-crafted writing and use those models in their own writing. • Writers brainstorm topics and choose one that they feel is an important for them to share with others. • Students will vary sentence beginnings, length and punctuation to target the intended audience. • Readers use punctuation to gain meaning of text 	<ul style="list-style-type: none"> • How do authors use elements of writing to tell stories from beginning to end? • How do authors select what story they are choosing to tell? • How do writers maintain audience interest using various sentence lengths, patterns and style?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students will write a review o one of the texts they have read. They will include information from the text that helped them form their opinion</p> <p style="text-align: center;">(Module A <i>ReadyGen</i>)</p> <p>After reading <i>Whose Is This?</i> students will think about the items that were lost and write about the most interesting one and why. They will write their opinions and include information from the text.</p> <p style="text-align: center;">(Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Opinion Rubric • Conferencing • Informal writing samples <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark

	<ul style="list-style-type: none"> ● Linkit Assessment C Alternative Assessments <ul style="list-style-type: none"> ● Create a “movie poster” of a text ● Quick write ● Sentence completion
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> ● Rereading a text helps comprehension. ● Good readers go back and read again if something is not clear ● Affixes can be added change the meaning of words ● Find Main Ideas and details are used to retell ● Identify basic similarities in and differences between two texts 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> ● Recall story elements using key details and main ideas. ● Observe how an author presents facts and recognize important word choice ● Understand narrative nonfiction text ● Compare and contrast facts and information ● Observe, notice, and collect information about topics ● Learn new topics by reading books, asking questions and making careful observations
Instructional Plan	
Suggested Activities	Resources
Students work in pairs to identify words and phrases in poems or other texts that appeal to the senses.	Paper, mentor text, pencils
Play Kahoot to assess students’ knowledge about various grade level grammar skills	Kahoot premade game, Chromebook/iPad, interactive projector
Websites	

Interactive game on all subjects. Pre-made items are available or teachers can create their own.	https://kahoot.com
E books for all subjects and levels that include assessment opportunities.	https://www.getepic.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for additional ways to accommodate and modify</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide hands on activities. ● Create graphic organizers ● Provide <i>cloze</i> paragraphs when students are asked to do longer writing assignments ● Build background knowledge ● Use visuals 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Set up independent learning opportunities such as research topics of interest ● Students design questions ● Expand reading bookshelf 'variety of genre' 	
<p>Basic Skills/Economically Disadvantaged/Students at Risk</p> <ul style="list-style-type: none"> ● Daily Foundational Skills practice (iRead) 	

- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary

Estell Manor School District ELA Curriculum

Grade 2

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Pacing Guide

Units	Anticipated Timeframe
Unit 1: Foundational reading skills, Fluency, Word Study/Vocabulary, Central Message. Literature and Informational text, Conventions, Writing Narratives, Writing about Characters, story events, setting, and details in sequence.	September- October Approximately 25 days
Unit 2: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Opinion Writing, Informational Writing	October- November-December Approximately 30 days
Unit 3: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Informational Writing, Narratives, Summarizing, Revise & Edit	January-February Approximately 30 days
Unit 4: Foundational reading skills, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Illustrations to Gain Understanding, Write Narratives, Revise, Edit, & Publish, retell in sequence, Compare and	February-March Approximately 30 days

Contrast.	
Unit 5: Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Write Personal Narratives with the use of sequence and transition words, Revise, Edit, & Publish,	March-April-May Approximately 30 days
Unit 6: Phonics, High Frequency words, Literature and Informational text, Central Message, Details, Text Features, Story Elements, Use Text Features, Ask and Answer Questions about text, Opinion Writing , Write to Compare and Contrast, Review, Revise, Edit, & Publish,	May -June Approximately 30 days

Core materials:

Scholastic Leveled books
 Journeys Leveled Readers
 Harcourt Brace leveled readers
 RAZ kids
 Reading Eggs

Unit 1 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit 1: Integrated English Language Arts / Grade 2	Duration: 5-6 weeks- Approximately 25 days
Unit Summary: Comprehension and foundational skills will be the focus of this unit. Reading, writing and grammar skills will be developed with main focus on Literature and Poems. Writing to express ideas and emotions through narrative and descriptive styles will complement writing.	
NJ Student Learning Standards: RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use collective nouns (e.g., *group*).

B. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

C. Use reflexive pronouns (e.g., *myself, ourselves*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize holidays, product names, and geographic names.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.2.A. Identify the basic features of a digital device and explain its purpose.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools or countries using electronic tools

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

Essential Understanding

- Readers choose just right books and push themselves to read more
- Establish routines, procedures, and expectations for reading time in 2nd grade
- Identify ways to read and talk about books with reading partners.
- Language is the way we communicate with each other and share ideas.
- Reading is an active process; it is the key to knowledge and to understanding our world and ourselves

Essential Questions

- Why is it important to ask questions before, during and after reading?
- How do readers make decisions based on habits, volume and stamina?
- What can partners talk about to grow ideas about their reading?
- Does my writing make sense? Is it complete (beginning, middle, and end)?
- How can I communicate ideas in a way that others will understand.

Evidence of Student Learning

Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Using the characters in the story <i>Trouble at the Sandbox</i>, or a story of their choice, student write a new Narrative</p> <p>(Module A <i>ReadyGen</i>)</p> <p>Write a compare and contrast paragraph about two characters the have read about.</p> <p>(Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher Observation • Performance Assessments • Project Specific Rubrics • Students' writing <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark • Linkit Assessment A • HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Wordle of Key Terms • Teacher Observations • Sentence Frames • Class Work/Homework
Knowledge and Skills	
Content	Skills
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • <i>Use pictures and story details to describe the characters, settings, and story events.</i> • <i>Understand the components and routines of the readers' workshop model.</i> 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Use story elements to help them understand what they are reading

<ul style="list-style-type: none"> • <i>Make thoughtful book choices.</i> • <i>Think and talk about books with each other to enhance their learning community.</i> • <i>Stay focused on their reading throughout the reading workshop</i> • <i>Have tools to figure out unfamiliar words and demonstrate flexibility in their use of print strategies</i> • <i>Use expression and read with fluency</i> • <i>Help each other to build comprehension, fluency and monitoring</i> • Differentiate between complete sentences and sentence fragments • The first word in a sentence is capitalized 	<ul style="list-style-type: none"> • Use knowledge of the elements of fiction in order to support comprehension, make predictions, and understand text • Use clues to help them determine the meaning of unfamiliar words • Notice and learn from information presented in pictures or illustrations and information provided by words in the text. • Recall important details and answer questions about the story • Identify illustrations and words in a story to help describe the characters, setting, or plot • Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm • Participate in conversations with peer and adult partners about grade 2 topics
Instructional Plan	
Suggested Activities	Resources
Students share a character description from an independent reading book with a partner	text

Students draw a character from an independent reading book interacting in the community	Paper, crayons, text
Students draw a series of images of something that happen in their reading. They will label using sequence words. Cut the images apart and mix up for partners to put in order using the sequence words to help.	text, art supplies, scissors
Poetry Immersion: Introduce students to poetry using youtube A Poem Is... show the video without the words and students brainstorm what they think. Show them the actual words.	https://www.youtube.com/playlist?list=PL2m1vjiMH_hNQilUiEObsMno6dY2p-CYI
Suggested Websites	
Short reading passages that help focus on comprehension	www.Readworks.org
Catchy rap songs that can be used to engage students	www.flocabulary.com
Students can practice skills using a variety of games and activities.	http://www.starfall.com http://www.abcya.com
Modifications	
Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for further ways to accommodate and modify*

English Language Learners

- Pre Teach vocabulary using visuals and gestures
- Chunk texts
- Graphic organizers
- Use visuals

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice of activity to extend learning
- Expose to sophisticated vocabulary

Basic Skills/Economically Disadvantaged/Students at Risk

- Pre-teach concepts
- Build background knowledge
- *cloze* activities
- *iRead* data based small group/ individual instruction

Special Education/504

- Follow all IEP modifications/504 plan
- Use audio books, movies, videos and digital media instead of reading print materials.
- Take more time to complete a task
- Work closely with teacher during completion of activities.

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Unit 2 will address the following 21st Century Life and Careers skills:				
Check all that apply 21 st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
X	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
X	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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Unit 2: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
<p>Unit Summary This unit will encompass reading from a multitude of genres to include fiction with character study, non-fiction with emphasis on visuals to support meaning, and word study to strength comprehension and fluency. Continued emphasis on evidence -based writing will occur across the narrative and opinion units with a strong focus on writing meaningful, clear constructive responses. Grade level grammar and mechanics is a focus of the unit.</p>	
<p>NJ Student Learning Standards</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Interdisciplinary skills

1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

1.3.2.C.1 Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

<p>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>21st Century Life and Careers Skills</p> <p>CRP2.Apply appropriate academic and technical skills.</p> <p>CRP4.Communicate clearly and effectively and with reason.</p> <p>CRP12.Work productively in teams while using cultural global competence.</p>	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Readers will use story elements to understand a story. • Readers will use a variety of comprehension strategies to understand a story. • Readers will use beginning, middle and end to help them understand the story. 	<ul style="list-style-type: none"> • How can the story elements lead to better understanding the story? • How can I use comprehension strategies to help me understand what I am reading? • How can beginning, middle and end help me to understand the story plot?
Evidence of Student Learning	
Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students write a narrative about a character who makes a decision about money. (Module A <i>ReadyGen</i>)</p> <p>Students will write an opinion paragraph about something they want and why they should have it (Module B <i>ReadyGen</i>)</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Anecdotal Notes • Student Observations • Reading Conferences • Guided Reading Lessons • Strategy Groups • Reader's Notebook <p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests

	<ul style="list-style-type: none"> • Narrative Rubric • Opinion Rubric • Module 2 Unit Assessment Benchmark Assessment <ul style="list-style-type: none"> • Benchmark Alternative Assessments <ul style="list-style-type: none"> • Draw a Picture to Show Comprehension • ReadWorks.org Reading Level Appropriate assessment • Group Work/Class Discussion Rubric • Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify and understand who the characters are in a story. • Identify and understand where and when the setting is in a fictional story. • Understand and describe major events in their stories, using key details. • Think and talk about characters, setting, problem, and major events. • Understand that conversations include responsible and respectful discussion and listening to experience a deeper understanding of their texts • Retell to check for understanding and contribute to conversation. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recall important details and answer questions about the story • Use details to describe characters, settings, and important story events • Describe how the characters react to events and challenges from a variety of genres • Identify illustrations and words in a story to help describe the characters, setting, or plot • Compare and contrast two or more versions of the same story by different authors and cultures • Retell stories to others, including fables and folktales from cultures other than my own

<ul style="list-style-type: none"> ● Use strategies to comprehend and monitor what they read. 	<ul style="list-style-type: none"> ● Determine the central message, lesson, or moral of a story, fable, or folktale ● Define and describe how techniques like beat, rhyme, repetition, and alliteration provide a story, poem, or song with rhythm ● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
Instructional Plan	
Suggested Activities	Resources
Favorite book covers: Students will create book covers answering questions such as; who, what, where, when, why and how to demonstrate understanding key details in a text. Covers can be displayed throughout the room.	Computers, Writing utensils, Art supplies Various paper types
Reader's Theater: Students will perform stories for their classmates. Students will create props to use to support the characters and setting of their story. Students will understand and use these theater elements (setting, costumes, story plot, theme, etc.) to act out the story for their class.	Reader's Theater story, props, materials to make the setting and costumes
Create a Comic Strip: Students will create a comic strip using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Use a comic strip to illustrate; problem, solution, character change and resolution.	Various materials to create comic strips
Websites	

Online reading passages with comprehension activities.	https://readtheory.org
Catchy rap songs that can be used to engage students	http://www.flocabulary.com
Short reading passages that help focus on comprehension	https://www.readworks.org
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;">*See below for further ways to accommodate and modify</p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Pair with a strong student as a “buddy” ● Explain and teach meaning of figurative language as it come up in text ● miming and roleplay ● personal word walls / word rings 	

- Pre-teach key vocabulary
- small group instruction / cooperative learning

Gifted and Talented

- Organize and offer flexible small group learning activities
- problem-solving simulations
- Mini lessons to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide students with a map of New Jersey that they can use to color code as they learn about the difference parts and features of the state
- Provide students with a study guide before a test or quiz to help them prepare
- Group students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 3 will address the following 21st Century Life and Careers skills:

21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.P.A.1	Use an input device to select an item and navigate the screen
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 3 : Integrated English Language Arts / 1st Grade	Duration: Approximately 30 days
Unit Summary Comprehension skill development will continue in this unit. Writing and speaking using the conventions of English grammar will be emphasized as a response to reading. Summarizing and sequence will be in a focus as well as reading from a multitude of genres including fiction with character study, non-fiction with emphasis on text features to support meaning, and word study to strengthen comprehension and fluency. Daily lessons and activities will teach independent reading strategies, develop vocabulary and build stamina. Continued emphasis on evidence -based writing will occur within narrative and informational writing activities. Students will be required to read and reread closely and research to form meaningful, clear, constructive responses.	
NJ Student Learning Standards RL.2.1.Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3.Describe how characters in a story respond to major events and challenges using key details. RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	

RI.2.1.Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2.Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3.Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5.Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7.Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8.Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9.Compare and contrast the most important points presented by two texts on the same topic.

RF.2.3.Know and apply grade-level phonics and word analysis skills in decoding words.a. Know spelling-sound correspondences for common vowel teams.

RF.2.4.Read with sufficient accuracy and fluency to support comprehension. a.Read grade-level text with purpose and understanding b. Read grade-level text orally with accuracy, appropriate rate, and expression. c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.7.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.5.With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6.With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8.Recall information from experiences or gather information from provided sources to answer a question.

L.2.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2.Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

2-PS1-4 Events have causes that generate observable patterns.

Technology

8.1.P.A.1 Use an input device to select an item and navigate the screen

8.1.P.A.2 Navigate the basic functions of a browser.

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Readers will acquire new information, classify and learn new facts through information text.

Non-fiction texts help me to better understand the world around me.

Readers will use nonfiction text features to locate and understand key facts and information.

Essential Questions

- How do readers acquire and understand new facts through reading informational text?
- How do nonfiction text features help us to find, understand and apply information?
- How do readers construct meaning from nonfiction texts?

Evidence of Student Learning

Suggested Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students research an american who did something special to help our country. The research should focus on the contributions he or she made.</p> <p style="text-align: right;"><i>(HMH ReadyGen Module A)</i></p> <p>Students will design a park and explain how the park will benefit their community.</p> <p style="text-align: right;"><i>(HMH ReadyGen Module B)</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Project Specific Writing rubric • Class discussions • Conferencing <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Quizzes • Unit Assessments • Linkit Skill Assessments <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Mid year benchmark • Linkit ELA Test B • HMH Comprehension Skills Assessment <p>Alternative Assessments</p> <ul style="list-style-type: none"> • retell or act out • respond to stories orally • recognize a set of high frequency words • KWLA Chart: Know, Want to Know, Learn, Analyze
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Use details in an informational text to help me explain the key ideas. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Use illustrations and details in an informational text to explain key ideas

<ul style="list-style-type: none"> ● Think and learn new things when they read nonfiction. ● Ask and answer questions about key details in a text. ● Identify the main topic and retell key details of a text ● Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. ● Understand text features and how they help me as a reader 	<ul style="list-style-type: none"> ● Use reading strategies to help read and comprehend informational text ● Study and explain how the pictures in a text are helpful in learning more about a topic ● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently ● Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> ● Identify the main purpose of a text, including what the <i>author wants to answer, explain, or describe</i> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
Instructional Plan	
Suggested Activities	Resources

Organization Detective: Students will work in small groups and research a topic. They organize the information in categories of who, what, where, when, why, and how and create a slideshow presentation.	Anchor chart for Who What Where When Why How
Retweeting: Students will find words in nonfiction texts that they do not know. They create a twitter poster display board and tweet the words. Students make tallies on the board when they find the word in a book they are reading.	Teacher modeling, Anchor chart, Materials for making Twitter bulletin board.
Websites	
ReadWorks creates world-class content, teacher guidance, and integrated tools that improve teacher effectiveness and student achievement.	www.readworks.com
Books read aloud	www.storylineonline.net
Online reading passages with comprehension practice that teachers can monitor.	https://readtheory.org
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Increase comprehensible input via visuals, gestures, miming, or roleplay
- word rings
- Pre-lessons
- Total physical response(TPR) activities
- Pre-teach key vocabulary
- teacher modeling
- Cloze activities

Gifted and Talented

- Use centers, stations, or contracts
- Students design questions
- Choice board to extend learning
- Teach cognitive and methodological skills

Basic Skills/Economically Disadvantaged/Students at Risk

- Make use of digital text.
- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Think alouds
- Group students in partnerships that will facilitate discussion and collaborative environments
- Model

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.4.	Demonstrate developmentally appropriate navigation skills in virtual environments
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Unit 4: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
Unit Summary This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction and non-fiction with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension and support writing across genres. Varied types of writing, such as storyboards and myths will be included. Students will also work on sequence in writing. Cross--curricular, evidence- based writing will continue across the narrative and informational writing with a strong focus on writing longer responses.	
NJ Student Learning Standards RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges using key details. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Interdisciplinary skills

6.1.P.A.1. Demonstrate an understanding of rules by following most classroom routines.

6.1.4.A.1. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

21st Century Life and Careers skills

CRP1. Act as a responsible and contributing citizen and employee.

<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Language is the way we communicate with each other and share ideas. • Through listening and speaking we will become clear and effective communicators. • Reading is an active process. Reading closely to gather text evidence. This is the key to knowledge and to understanding. • The writing process helps us communicate our ideas, describe an experience, and inform an audience for different purposes • We use information to support our thinking • We will enhance our learning by using many resources and by using technology. 	<ul style="list-style-type: none"> • What are my strategies for reading grade level text and how do I know they are working? • How can I learn about people in history and new Ideas by reading and writing? • How can I use a variety of purposes to communicate my ideas in writing and speaking? • What different resources can I use to help me understand my topic better? • How does and I listen and responding to what I hear help me learn? • How can I become a better listener and speaker? • What different types of technology can I use for different purposes?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Student will write a short story about Henry and Chin after read reading <i>The Earth Dragon Awakes</i> describing an adventure the boys might have during the rebuilding of San Francisco after the earthquake.</p> <p style="text-align: center;"><i>(HMH ReadyGen Module A)</i></p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Writing project specific rubric • Performance Assessments • Exit Slips • Conferencing

<p>Children will use information the have learn from the selections to write an informative magazine article explaining a natural event.</p> <p><i>(HMH ReadyGen Module B)</i></p>	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Reading Benchmark • Linkit Assessment C • HMH Reading Inventory <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Create a bookmark list facts about a natural event • Diary entry from a character students have read about. • Design a t-shirt that matches the concepts students learned about a natural event .
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to use pictures and details in an informational text to help me explain the key ideas. • Ask and answer questions about key details in a text. • Identify the main topic and retell key details of a text • Tell how two individual events, ideas or pieces of information are linked together in nonfiction texts. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Learn new information about interesting subjects and topics by reading and studying nonfiction texts • Use the text features of nonfiction as clues • Notice the features, details, information, and new words in nonfiction texts

<ul style="list-style-type: none"> ● Understand the role of authors and illustrators in telling stories and presenting ideas or information in texts. 	<ul style="list-style-type: none"> ● Familiarize themselves with the structures that writers use in order to present their information in a way that makes sense ● Use strategies when they come upon unfamiliar words or phrases, or when something does not make sense
Instructional Plan	
Suggested Activities	Resources
Cause and Effect Matching Game: Students identify cause and effect relationships in the reads. They list cause on one card effect on another. In small groups, they will match each others causes to effects.	Student text, index cards
Students develop question based on their reading of <i>The Earth Dragon Awakes</i> . Then attempt to answer one anothers' questions in a game format.	Post-its, pencils
Websites	
Short teaching videos in all content areas that include interactive quizzes.	www.brainpop.com
Printables, activities and lesson plans	https://www.education.com/games/grammar
Modifications	
Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**See below for additional ways to accommodate and modify*

Suggested Options for Differentiation

English Language Learners

- Ask clarifying questions
- Paragraph frames
- Create Graphic Organizers with teacher before writing
- Pre-teach key vocabulary
- Modeled and shared writing activities

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Basic Skills/Economically Disadvantaged/Students at Risk

- Highlight key words
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- PGroup students in partnerships that will facilitate discussion and collaborative environments
- Pre-teach and model strategies to learn and practice new vocabulary words

Unit 5 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.2.	Create a document using a word processing application.
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Unit 5: Integrated English Language Arts / Grade 2	Duration: Approximately 30 days
Unit Summary: This unit will focus on reading across a multitude of genres with particular emphasis on close reading strategies. By increasing text complexity students will read fiction, non-fiction, and fantasy with increased fluency. Continued emphasis will occur on word study to further strengthen comprehension to support writing across genres. Cross--curricular, evidence- based writing will continue across the narrative and informational with a strong focus on writing longer responses that include the use of time related transitions and sequence words.	
NJ Student Learning Standards	
<p>RL.2.1.Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2.Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3.Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10.By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.2.1.Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i></p>	

to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).B.Build on others' talk in conversations by linking their explicit comments to the remarks of others. C.Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Interdisciplinary skills

LS2.A: Interdependent Relationships in Ecosystems Plants depend on water and light to grow.

(2-LS2-1) Plants depend on animals for pollination or to move their seeds around.

Technology

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.A.2. Create a document using a word processing application.

21st Century Life and Careers skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

Essential Understanding	Essential Questions
<ul style="list-style-type: none">• Readers and writers use phonetic principles to read and spell• Research is the process of gaining information from a variety of resources.• Technology is a vehicle for creativity, self-expression, and self-expression, self-production, and publication.• We use information to support our thinking and opinions.• Does my writing make sense? Is it complete (beginning, middle, and end)?	<ul style="list-style-type: none">• What are the strategies that readers can use to figure out words that they don't know?• How do the text features help readers understand the information?• How does Punctuation and grammar impact a writer's message.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
Think about some of the lessons learned from the reading, <i>Johnny Appleseed</i> : Use what you have, share what you have, and respect	Formative Assessments <ul style="list-style-type: none">• Narrative Rubric

<p>nature. Choose of one lessons that you believe is most important and write about your opinion. Include why this is still an important lesson for today's world.</p> <p>(Module A <i>ReadyGen</i>)</p> <p>Write a short story about a pioneer child who shows bravery using ideas and information from the text selections</p> <p>(Module B <i>ReadyGen</i>)</p>	<ul style="list-style-type: none"> ● Opinion Rubric ● Projects ● Class assignments ● Classroom discussion <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Tests ● Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Benchmark assessment ● Comprehension Skills Assessment (HMH Reading Inventory) <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion ● Teacher Observation ● Verbal Responses ● Student Friendly Rubrics ● Modified Graphic Organizers
<p align="center">Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Narrative, Opinion and informational writing attributes ● Respond to questions and suggestions from peers ● With assistance, use digital tools to produce and publish writing ● With guidance and support, recall information from experiences or gather information from provided sources to answer a question 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Differentiate between fiction and nonfiction text ● Form opinions based on information gathered through research and share orally and in writing. ● Answer text based questions after reading and rereading informational text

<ul style="list-style-type: none"> • Recognize high frequency words • Rule of standard English convention and grammar and understand their importance. 	<ul style="list-style-type: none"> • Find key details about a text and share verbally on in writing • Read grade -level high frequency words with irregular spelling patterns • Supply some facts about the topic and add details • Create written texts for others to read.
Instructional Plan	
Suggested Activities	Resources
Students will practice organizing sentences regarding resources so they make sense. Sentence strips will be made up for students to practice putting them together, like a puzzle.	Sentence strips, mentor texts
Students will choose an “All About ...” topic. Students will pair up based on chosen topics and collaborate to write down or type facts they already know about their selected topics. Next, they will brainstorm possible places and ways to research for more information and to fact check before they each begin writing. Once all pairs have completed their writ	Chromebooks, interactive whiteboards, art supplies, mentor text
Websites	
Kid safe search engine	
360-degree virtual tour of landmarks around the world.	www.kidrex.com
Videos, fun facts, and games of various animals and photography	www.google.com/streetview/

Short reading passages that help focus on comprehension	www.Kids.Nationalgeographic.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Practice finding subject and verb in text sentences ● Allow for additional wait time for student responses ● Preview lessons ● Create cognate chart 	
Gifted and Talented <ul style="list-style-type: none"> ● Organize integrated problem-solving simulations ● Higher level questioning ● Students design questions ● Choice board to extend learning 	
Basic Skills/Economically Disadvantaged/Students at Risk <ul style="list-style-type: none"> ● iRead small group or individual data based lessons ● Chunk texts ● Graphic organizers ● Use of a <i>Whisper phone</i> or have students read aloud 	
Special Education/504 <ul style="list-style-type: none"> ● Follow all IEP modifications/504 plan ● Pre-teach and model strategies to learn and practice new vocabulary ● Provide differentiated instruction as needed ● Provide students with a study guide before a test or quiz to help them prepare ● Cooperative learning groups 	

Unit 6 will address the following 21st Century Life and Careers skills:

Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.	Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments.
8.1.P.A.2	Navigate the basic functions of a browser.
8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Unit 6: Integrated English Language Arts / Grade 2	Duration: May-June 5-6 weeks
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	Approximately 30 days
Unit Summary: This unit will encompass reading from a multitude of genres to include fiction with the study of story elements, and non-fiction with emphasis on visuals to support meaning, main ideas and topic, details, and author's purpose. Foundational skills and word study will strength comprehension and fluency. Areas of study will include high frequency words and common syllable endings. In addition, attention will be given to grade level conventions. Continued emphasis on evidence- based writing will occur across with a strong focus opinion writing and writing meaningful constructive responses.	
NJ Student Learning Standards	
<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Interdisciplinary skills

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments

8.1.2.A.4. Identify the basic features of a digital device and explain its purpose.(i.e. games, museums).

8.1.P.A.2. Navigate the basic functions of a browser.

21st Century Life and Careers Skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Learning is an interactive process. • How we communicate changes depending on our audience. • Listening is of equal importance to talking in interpersonal communication. • Technology offers many new platforms for sharing information 	<ul style="list-style-type: none"> • What makes a story effective for its purpose? • How does what you read influence <i>how</i> you should read it? • What are some strategies for building effective oral communication skills.
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<p>Students will write a book review of 68 ways to save the Planet before Bedtime, On Meadow Street, or any leveled reader they have completed. The review should have an Introduction, state an opinion about the book, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion.</p> <p style="text-align: center;">(Module A <i>ReadyGen</i>)</p> <p>Teacher reads aloud two or three versions of the same fairy tale, myth, or fable. The class brainstorms and records ideas, similarities, and differences on chart paper or whiteboard. The students write an opinion piece stating which is best and supporting it with at least three reasons. The opinion writing should include Introduction, a clearly stated opinion, supply three or more reasons to support the opinion, use linking words to connect reasons to opinion, and provide a conclusion.</p> <p>*Print or</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Opinion Writing Rubric • Completion of pre-writing graphic organizer • Conferencing • Informal writing samples <p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Test • Lesson Quizzes <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Benchmark • Linkit Assessment C • Linkit Skills Assessment <p>Alternative Assessments</p>

https://betterlesson.com/lesson/537155/two-versions-of-a-fable-same-summary?from=cc_lesson	<ul style="list-style-type: none"> • Create a “movie poster” of book to support opinion • Sentence completion • Paragraph frames
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Rereading a text helps comprehension. • How opinions of texts are supported by details and examples • Good readers go back and read again if something is not clear • Affixes can be added change the meaning of words • Find Main Ideas and details are used to retell • Identify basic similarities in and differences between two texts 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recall story elements using key details and main ideas. • Observe how an author presents facts and recognize important word choice • Understand narrative nonfiction text • Compare and contrast ideas in text • Observe, notice, and collect information about topics • Form opinions and listen respectfully to others' opinions
Instructional Plan	
Suggested Activities	Resources
<p>Students work in pairs to create a Graphic organizer or poster in inform others about Global Warming after finding main ideas and details in a mentor text. (<i>68 Ways to Save the Planet Before Bedtime</i>)</p>	<p>Poster Paper, mentor text, Markers, Crayons, Colored Pencils</p>
<p>Sequence Game: Divide class into groups. Each student randomly receives a card that has a story event on it. They work together to arrange themselves in the correct order based on the event. Extend by having them complete the activity without using words.</p>	<p>Events from a familiar story or text the children have read, written out on index cards.</p>

Play Kahoot to assess students' knowledge about various grade level grammar skills	Kahoot premade of teacher created game, Chromebook/iPad, interactive projector
Websites	
Lessons and online texts	https://betterlesson.com
E books for all subjects and levels that include assessment opportunities.	https://www.getepic.com
Modifications	
<p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*See below for additional ways to accommodate and modify</i></p>	
Suggested Options for Differentiation	
<p>English Language Learners</p> <ul style="list-style-type: none"> • Teach cognates • Create graphic organizers • Provide <i>cloze</i> paragraphs when students are asked to do longer writing assignments • Build background knowledge • Use visuals 	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Set up independent learning opportunities such as research topics of interest 	

- Students design questions
- Expand reading bookshelf 'variety of genre'

Basic Skills/Economically Disadvantaged/Students at Risk

- Daily Foundational Skills practice (iRead)
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Make use of cooperative learning groups
- Pre-teach and model strategies to learn and practice new vocabulary

Estell Manor School District

English Language Arts Curriculum Grade 3

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Building academic stamina, reading informal text, reading literary text, grade level spelling and grammar skills, writing informational and and personal narrative pieces	<p style="text-align: center;">September - October Approximately 40 days</p>
Unit 2: Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling and grammar skills, informational writing, opinion	<p style="text-align: center;">November-December/January Approximately 45 days</p>
Unit 3: Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and and grammar skills, narrative writing, research	<p style="text-align: center;">January-February/March Approximately 45 days</p>
Unit 4: Comparing text types, Central message, main idea, find important details, comprehension strategies, text features, speaking and listening, grade level spelling, conventions, and grammar skills, narrative writing, research	<p style="text-align: center;">April-June Approximately 45 days</p>

Core materials:

Pearson *ReadyGen*
 Journeys Program, by Harcourt Publishing (2014)
 Journeys Leveled Readers
 Guided reading leveled readers
 Flat Stanley Read Aloud and various other chapter books

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue. sources to complete a variety of tasks.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information.

Unit 1:	Duration: September - October Approximately 40 days
Standards	
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.

Determine the meaning of the new word formed when a known affix is added to a known word

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Students will understand the structures, routines and habits of
- Students will understand the reading comprehension skills of monitoring for sense, envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about characters and other story elements
- Students will understand the value of developing reading partnerships.
- Writers use the writing process to choose ideas that are focused and sustain audience interest.
- Writers use strategies from authors to write personal narratives.
- Writers keep a writer's notebook to generate ideas for writing.
- Writers use qualities of good writing such as focus, detail and structure.

Essential Questions

- What are the different ways I can create a reading life for myself?
- What strategies can I use to read fluently and understand the story?
- How can reading partners help me grow as a reader?
- How do writers use the writing process to choose focused ideas that are of interest to their audience?
- How can a writer's notebook help me as a writer?
- Why is it important to study authors in order to be better writers?
- How can I organize my piece so that it is clear to the reader?

Evidence of Student Learning

<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> • Using google slides, students will create a commercial advertisement demonstrating how to choose a “just-right” book and how to find one. • Pretend you’re the teacher, role-play with a partner to demonstrate proper turn and talk procedures in front of the class.. • Pretend you are a magazine reporter. Create an article describing a day in Writer’s Workshop. Include routines and procedures. • Students will create a brochure illustrating the writing process, explaining each step-in depth. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Teacher and Individual student conferencing • Turn and Talk • Reading notebook checks • Teacher Observations • Reading Log <p>Summative</p> <ul style="list-style-type: none"> • <i>ReadyGen</i> Unit Test • Performance Task Rubric • Written Comprehension Responses <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment A <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Reading Response Journals • Stop & Jot Sentence Starters • Reader’s Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Routines and structures of reading class time, strategies for reading fluency (expression, phrasing (including punctuation), pace and self-correcting). • Setting goals and tracking progress (reading logs) • Finding "just-right" books • Reading partnership strategies (reading and discussing books in the company of partners and 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Learn the routines, procedures, expectations of members of a reading community. • Develop an understanding of their unique identities and think about themselves as readers. • Use their own identities, as well as, recommendations from their reading community to select well matched texts, read for different purposes and set reading goals.

<p>lifting the level of reading through a reading partner).</p> <ul style="list-style-type: none"> • Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements. • Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Strategies to analyze figurative language and author's craft. 	<ul style="list-style-type: none"> • Bring what they know or have experiences to all types of reading and ask questions as they continually interact with the text • Understand their reading and pay attention and reread when meaning breaks down. • Reflect on reading habits and make plans for growth • Exchange ideas with partners to deepen their understanding of the text • Respectfully practice listening and speaking behaviors • Maintain focus and read for understanding during independent reading time • Monitor their understanding of text and reread to make sense • Create mental images based on descriptions of the text • Make inferences and draw conclusions in a text • Use nonfiction text to identify key ideas
Instructional Plan	
Suggested Activities	Resources
Students will create IPICK bookmark to remind students how to choose a “just right” book by illustrating a checklist that includes their Purpose of reading, Interests, Comprehension, and Knowing vocabulary words in the book.	https://www.pinterest.com/pin/283445370270898120/

<ul style="list-style-type: none"> • Include their own Lexiles 	
Students will create “Reading Goals” bulletin board where students will identify their strengths as a class, and discuss what they would like to improve on throughout the unit of study. Post it notes and stickers can be used to track progress throughout the unit.	Chart paper, post-its, <i>My Reading Life Survey</i>
Students will create “Our Reading Stamina” chart that tracks how many minutes the class actively reads during independent reading time. Students can also track their own progress in their notebooks.	Student Reading Notebooks, timer
Students will create a rubric to demonstrate the expectations of speaking and listening partnerships in Reading that can be used as a resource in the unit.	Chart paper, markers, partner/groups
Websites: Contains a great set of computer based activities for grades K-5 th. K & 1st grade have oral direction options	www.abcya.com
SmartBoard game i- students move words around to put them in ABC order	http://www.primaryresources.co.uk/online/alphaorder1.swf
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student’s IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p>	

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

Suggested Options for Differentiation

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go

Basic Skills/Economically Disadvantaged

- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Plan writing with student using a graphic organizer

Special Education

- Follow all IEP modifications/504 plan
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)

Gifted and Talented

- Extend reading response to further enrich understanding (see extension activities in unit binder)
- Discuss how readers and writers are connected
- Create comic strip showing connections to reading lives: illustrate and caption

- Create poem using rich adjectives and detailed illustrations
- Write paragraph in notebook about things they are passionate about
- Have students choose someone in their family they would write a biography about and why
- Collect artifacts to decorate notebook at home- discuss with class
- Have students create a poster showing their favorite reading spot
- Organize integrated problem-solving simulations

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	✓	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	✓	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 2:	Duration: November-December/January Approximately 45 days
Standards	

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.	
CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text. Nonfiction texts have main ideas and details that support those main ideas. Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text. Writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly. 	<ul style="list-style-type: none"> What are text features and text structures? How do they help me learn from my reading? How do I find the main idea of the text and the details that support it? What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction? How do writers use the writing process to compose informational text to examine a topic and convey ideas and information clearly? What are the characteristics of informational writing? What strategies do writers use to share knowledge and to convey ideas and experiences?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments <ul style="list-style-type: none"> Formative <ul style="list-style-type: none"> Turn and Talk Individual teacher conferences

<ul style="list-style-type: none"> • Students will create a museum displaying brochures created by students demonstrating their understanding of individual nonfiction topics. • Students will pretend to be a Schoolwide representative and create a test/answer key using a short, nonfiction article of their choosing, for classmates. Questions need to reflect author's purpose, text features, main idea, details, etc. • Students will create an autobiographical bound book over time. Each chapter will sequentially follow the big events in their live and tell their life story. When all writing is complete, student will bind their books and put their writing in, including all parts of book(title page, table of contents, etc.) 	<ul style="list-style-type: none"> • Think-Pair-Share • Anecdotal Notes • Graphic Organizers • Project Rubrics • Linkit Skills Assessments <p>Summative</p> <ul style="list-style-type: none"> • Portfolio Assessment piece • <i>ReadyGen</i> Unit Test • Performance Assessments • Written Comprehension Responses <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment B <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Reading Response Journals • Rubrics • Stop & Jot Sentence Starters • self evaluation
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify different types of nonfiction and their purposes • Identify nonfiction text structures in order to find important information. • Distinguish point of view and author's purpose. • Identify text features to help summarize information and deepen understanding. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Recognize nonfiction texts (Biographies, Literary Nonfiction, Reference) • Identify common nonfiction text features • Identify text structures in a nonfiction text to help them locate important information • Distinguish own point of view from that of the author of the story

<ul style="list-style-type: none"> • Define unknown words in nonfiction texts, using a variety of strategies. • Identify and discuss character traits, motives, actions and feelings 	<ul style="list-style-type: none"> • Discuss how the purposes of nonfiction can deepen their appreciation and understanding of a text (Biographies, Literary Nonfiction, Reference) • Use text structures (problem/solution, summarize key ideas, compare/contrast, chronological order) to deepen their understanding • Summarize the main idea and supporting details to demonstrate understanding • Identify meaning of unfamiliar words by using various strategies (Context clues, glossary, background knowledge)
Instructional Plan	
Suggested Activities	Resources
Students will sort nonfiction books in classroom library by nonfiction and sub-genres, discussing rationale with partners.	Classroom library
Students will create a class bulletin board listing the 5 nonfiction text structures and examples of texts from the unit mentor texts. Students may add to the bulletin board throughout the unit.	Bulletin board, printable covers of books
Students will create their own timeline using important events in their life and merge it with a buddy biography in a partner activity.	Graphic organizer (timeline), blank paper, markers/crayons
With partners, students will create and play a mix and match game with problems and solutions found in previously read nonfiction texts.	Index cards, books from independent reading
Students will create KaHoot vocabulary game with class, generating ideas on Google Classroom.	Google classroom, KaHoot

Websites	
Free grammar practice	https://www.englishgrammar.org/lessons/
How to make a bound book	https://modernparentsmessykids.com
<p style="text-align: center;">Modifications</p> <ul style="list-style-type: none"> ● Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. ● English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> ● Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> ● Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i> ● <i>*For additional modifications and accommodations, see below</i> 	
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● Highlight key words ● Sentence starters ● Prompting and cueing ● Build background knowledge ● Teacher models reading aloud daily 	
<p><i>Basic Skills/Economically Disadvantaged</i></p> <ul style="list-style-type: none"> ● Pre-teach vocabulary using visuals and gestures ● Chunk texts ● Summarize as you go ● Preview lessons ● Graphic organizers 	

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Cooperative learning groups

Gifted and Talented

- Higher level questioning
- Students design questions
- Choice board to extend learning

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.

	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 3:	Duration: January-February/March Approximately 45 days
Standards	
<p>RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.</p> <p>RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6. Distinguish their own point of view from that of the author of a text

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Interdisciplinary Skills

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • How events in the story shape a character. • How character traits affect their actions. • Comparing and contrasting characters adds to understanding. • Writers use the writing process to choose significant, meaningful ideas that are focused and sustain audience interest. 	<ul style="list-style-type: none"> • How do the events in the story shape the character traits? • How do the character traits affect the character's actions? • How can comparing and contrasting two characters across similar text help me think more deeply about them? • How does a writer learn to capture the small moments in their lives and make them big through narrative writing? • How does a writer use a mentor text that resembles the sort of work they hope to write and use it to?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Formative Other Assessments

<ul style="list-style-type: none"> • On index cards, students will write descriptions of folktale/fable characters to be used in a game show (jeopardy) where their peers guess the name of the characters that match. • Students will create a book of idioms with their meanings. This book can be used as a resource for reading as well as writing. • Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc. • Students work together to gather information from two texts on the same topic of their choice. Each student shares what they have learned and complete their own research paper. Once completed, they fact check and proofread for each other. 	<ul style="list-style-type: none"> • Graphic Organizers • Kinesthetic Assessment • Rubrics • <i>Linkit</i> Skills Assessments <p>Summative</p> <ul style="list-style-type: none"> • Portfolio Assessment piece • <i>ReadyGen</i> Unit Test • Performance Assessments • Written Comprehension Responses <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment • Unit Assessment <p>Alternative</p> <ul style="list-style-type: none"> • Daily assignments • Reading Comprehension Questions • Reading Response Journals
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify different types of fiction and their text structure and features • Reading strategies: Monitoring for sense (giving yourself comprehension checks), figuring out the mind-work appropriate for the text (envisioning vs. collecting information), envisioning, prediction, 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Explore several types of fiction genre text (folktales and fables) • Demonstrate understanding of fictional stories by referring to the text explicitly to answer questions • Refer to parts of stories, dramas, and poems, when writing or speaking about a story • Learn the elements of traditional folktales

<p>empathizing with characters, retelling stories, talking back to the text, asking questions and inferring about character and other story elements.</p> <ul style="list-style-type: none"> • Word-solving skills: chunking words, using graphophonic, visual, meaning and/or syntactical clues, using context clues, and thinking back to story • Use background knowledge and evidence from the text to help understand the central message theme. • Use illustrations to understand the mood and feeling of a story. • Identify character traits, motivations, and feelings, to deepen understanding of fictional texts. 	<ul style="list-style-type: none"> • Use background knowledge and evidence from the text to infer the author's message or theme • Use descriptions and dialogue from the text to understand a character's traits, problems, actions and feelings. • Use text illustrations to convey the mood and feeling of a story • Analyze details in a mystery to draw their own conclusions • Identify character's traits, motivations, and feelings to deepen understanding of fictional text by connecting to the plot of the story • Identify changes in a character over time • Determine the meaning of literal and nonliteral words to enhance understanding of fictional text • Use important information in the text to draw conclusions and identify the central message of stories written by the same author about the same or similar characters • Identify who is telling the story and assess how the point of view affects the plot, tone, and mood of the story • Compare and contrast story elements and themes of similar texts written by the same author • Learn the elements of drama and how to go about reading a play
Instructional Plan	
Suggested Activities	Resources
<p>Students will watch the Flocabulary song, "Five Things." Have students discuss the definition of each element of a story. Show the video again and have students record a</p>	<p>Flocabulary song, "Five Things"</p> <p>https://www.flocabulary.com/unit/fivethings/</p>

few examples of each from the song while they are watching. Hold a discussion on the five elements. Ask students to brainstorm examples of each element from their previous reading and record them in their journals.	
Students will play a game of "What's the Theme". Teachers create sentence strips with themes from previously read books and students match the book with the theme while working in groups of 3-4.	Themes from previously read books, sentence strips, markers, partnerships
Students will discuss character traits and how we can determine character traits through a character's thoughts, feelings, and actions. Create a list of favorite characters from books or movies and identify character trait lists. Students describe each character by thinking of character traits based on the character's thoughts, feelings, and actions.	Sentence strips, markers
Students will create a news broadcast sharing the key details from the story to demonstrate understanding of content.	Partnerships, notes from previously read stories
Students will play matching game where students create two sets of index cards, write popular, idiomatic expressions on each, and draw accompanying illustrations on black index cards. Have students share their cards with various groups, having them mix, share, and match.	Index cards, list of idioms
Students will identify point of view and differences in the point of view. Read text on the same topic told from different points of view. Students will use a graphic organizer to list supporting details from the narrator, characters, or own point of view. Students highlight signal words or phrases that support the narrator's, characters', or own point of view.	Venn Diagram, Narrative fiction stories based upon student interests

Students will compare and contrast two characters in the story, focusing on the way they interacted in the story and responded to events.	Venn Diagram, Narrative fiction stories based upon student interests
Students will compare and contrast two events in the story. Have students focus on how characters responded to the events and the way the events contributed to the overall plot and problem in the story.	Venn Diagram, Narrative fiction stories based upon student interests
Students will participate in reading Readers' Theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
see above	
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

English Language Learners

- Provide extra time
- Pre-Teach vocabulary using visuals and gestures
- Summarize as you go
- Preview lessons

Basic Skills/Economically Disadvantaged

- Follow all IEP modifications/504 plan
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers

Special Education

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow writing to be dictated

Gifted and Talented

- Expose to sophisticated vocabulary
- Interview families for favorite memories of fiction reading and display in classroom
- Create map of world and identify where you have read folktales and fables
- Students will use family traditions to indicate fables and folktales in their culture
- Compare themes of fables

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	✓	CRP11. Use technology to enhance productivity.
	Career Preparation	✓	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 4:	Duration: April-June Approximately 4 days
Standards	
<p>RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.</p> <p>RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., *childhood*).

Form and use regular and irregular verbs.

Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

Ensure subject-verb and pronoun-antecedent agreement.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.

Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Interdisciplinary Skills

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Text features (maps, diagrams, charts, glossary, index, table of contents, captions, pronunciation key, bold words, photographs, title, subtitles, headings, appendix and sidebars) and text structures (Description/list, sequence or time order, compare and contrast, cause and effect/ problem and solution) help readers make sense of and learn from the text. • Nonfiction texts have main ideas and details that support those main ideas. • Nonfiction can also have narrative text structure. While reading narrative nonfiction, students need to draw on fiction reading strategies to make sense of the text. 	<ul style="list-style-type: none"> • What are text features and text structures? How do they help me learn from my reading? • How do I find the main idea of the text and the details that support it? • What is narrative nonfiction? How do I grow ideas while reading narrative nonfiction?
Evidence of Student Learning	

<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> Students will create a nonfiction picture book in groups/partners using background knowledge of force in motion. In small groups, students will pretend to be reporters working for an online biography company, and create a video biography on previously researched famous people. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Turn and Talk Reading notebook check Stop and Jot Teacher Observations Individual teacher conferences Exit Slips Linkit Skills Assessments <p>Summative</p> <ul style="list-style-type: none"> Portfolio Assessment piece <i>ReadyGen</i> Unit Test Performance Assessments Written Comprehension Responses <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH</i> Reading Inventory <i>Linkit</i> Assessment C <i>ReadyGen</i> Assessment <p>Alternative</p> <ul style="list-style-type: none"> Reading Comprehension Questions Reading Response Journals Stop & Jot Sentence Starters Reader's Response Sentence Starters Curriculum Based Assessments for fluency and/or comprehension
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to identify nonfiction text structures in order to find important information. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Use key questions to guide and focus their science research

<ul style="list-style-type: none"> • How to use text features to help summarize information and deepen understanding. • How to define unknown words in nonfiction texts. • How to make connections between two texts (cause-and-effect, sequence, comparisons, etc.). • Use visualization strategies to ensure understanding of motion. • Use evidence from the text to support thinking. 	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words • Use text features and search tools to locate information relevant information to a given topic • Use information gained from text features to gain information from text • Describe the logical connection between particular sentences and paragraphs in a text to support specific points (example: comparison, cause and effect, sequence) • Conduct experiments and use visualization strategies to ensure understanding of motion • Determine the main idea of a text, recount the key details and explain how they support the main idea • Demonstrate command of the conventions of standard english grammar and usage when writing or speaking • Use a prewriting strategy • Demonstrate conventions of standard english grammar and usage when writing or speaking . • Demonstrate conventions of standard punctuation, capitalization, and spelling when writing.
Instructional Plan	
Suggested Activities	Resources
Students will access website about forces and create a KWL chart as a whole group, or in partners.	http://www.exploratorium.edu/skateboarding/trick.html https://sciencebob.com/the-lincoln-high-dive/ http://www.sciencetoymaker.org/balloon/index.html

Students will create a car using classroom materials, and experiment with different forces on various surfaces, with various magnet strengths.	Paper, magnets, carpet, tile floor, Legos, wheels
Using examples from the website, students will create their own poems on forces, motion, or magnetism.	http://sciencepoems.net/sciencepoems/force.aspx#.WQoXuogrliI http://www.cape.k12.mo.us/blanchard/hicks/news%20pages/scienceforcepoems.htm
Websites	
Reading passages with comprehension practice	www.readtheroy.com
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p style="text-align: center;"><i>*For additional modifications and accommodations, see below</i></p>	
<i>English Language Learners</i>	

<ul style="list-style-type: none"> • Wait time • Provide anchor charts • Model thinking • writing • Shared writing • Show models of finished products • Outlining
<p><i>Basic Skills/Economically Disadvantaged</i></p> <ul style="list-style-type: none"> • Provide anchor charts • Model thinking • Model writing • Shared writing • Show models of finished products • Outlining • Graphic organizers
<p><i>Special Education</i></p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Allow extra time to complete assignments or tests • Work in a small group • Shared writing
<p><i>Gifted and Talented</i></p> <ul style="list-style-type: none"> • Ask open-ended questions • Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy • Do not always be explicit, allow for discover • Computer Based Programs • Higher level questioning • Students design questions • Choice board to extend learning • Expose to sophisticated vocabulary

Estell Manor School District

English Language Arts Curriculum Grade 4

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Informative/explanatory, opinion, and narrative texts vocabulary and word study, Grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	<p style="text-align: center;">September-October</p> <p style="text-align: center;">Approximately 40 days</p>
Unit 2: Informative/explanatory, research, and narrative texts, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	<p style="text-align: center;">November-January</p> <p style="text-align: center;">Approximately 45 days</p>
Unit 3: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarizing, support opinions	<p style="text-align: center;">February-April</p> <p style="text-align: center;">Approximately 45 days</p>
Unit 4: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarize, research informational texts and write an article.	<p style="text-align: center;">May-June</p> <p style="text-align: center;">Approximately 45 days</p>

Core materials:
 Journeys by HMH 2014
 Leveled readers
 Classroom novels: Because of Winn Dixie by Kate DiCamillo
Frindle by Andrew Clement
Ramona the Brave by Beverly Cleary

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness	√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2	Create a document using a word processing application.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.

Unit 1:	Duration: September-October Approximately 40 days
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

B. Provide reasons that are supported by facts from texts and/or other sources.

- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology Skills

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Readers implement strategies and set goals that are constantly changing.
- Everyone reads books of their choice at the appropriate level.
- Readers exhibit good reading behaviors within the classroom and while reading independently
- Students learn reasons why writers write.
- Students learn about a number of authors, looking at where, what, why and how they write.
- Students understand that writing is a process that includes prewriting, drafting, revising, editing, and publishing.

Essential Questions

- What strategies do readers use?
- What goals do I have to become a stronger reader?
- How do I select my “just right” book?
- How do readers develop a love for reading?● Why do writers write?
- How will studying mentor texts improve my writing?
- How do the steps in the writing process lead to better quality writing?

Evidence of Student Learning

<p>Performance Tasks</p> <ul style="list-style-type: none"> • Create a flyer or poster for a third-grade classroom library, to show how to choose a “just right” book, using tips and colorful images. • Pretend you are a published author of a book. Design a blog to share your passions, interests, and love of different genres/book series to encourage peers to develop the same love of reading. • Students role play correct procedures for class procedures with peers.(turn and talk, stop and jot, think pair share) • Students will create an anchor chart to list the reasons why writers write. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Listening in on student conversations • Student Performance Checklist • Responses notebooks • Think-Pair-Share • Stop and Jot Post-it notes <p>Summative</p> <ul style="list-style-type: none"> • Linkit skills Assessment • End of unit <i>ReadyGen</i> Assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment A • <i>ReadyGen</i> Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> • Reading Records Comprehension Questions • Written Comprehension Responses • Reading Response Journals
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Develop an understanding of themselves as readers • Learn to self-select appropriate texts • Set goals for themselves as readers. • Learn the expectations and routines for actively participating in a reading community. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Discuss how reading time is a time for them to learn and grow as readers • make connections to texts through their personal and reading community experiences and how this will deepen their understanding and ability to talk about the texts they read

<ul style="list-style-type: none"> • Learn how to engage effectively in a range of collaborative discussions • Learn how to follow agreed-upon rules for discussions • Present their ideas about a topic or text using relevant facts and details to support their points • Learn how to ask and answer questions to clarify understanding of a topic under discussion • Recognize the differences among books that entertain, inform, and persuade • Develop habits of mind for engaging with a variety of complex texts • Apply self-monitoring skills • Determine the meaning of challenging vocabulary words and phrases in a text • Ask and answer questions to demonstrate understanding of a text • Refer to details and examples in a text to determine a theme and or inferences from a text. • Build knowledge of various topics, genres, authors, and purposes for writing • Read like writers and write everyday • Engage in daily discussions about text and read what they write • Write in writing notebook while considering the text type and purpose • Write about different ideas • Use primary and secondary sources to gather information and collect their ideas 	<ul style="list-style-type: none"> • select appropriate texts for independent reading and monitor for understanding and enjoyment • “stop and jot” to activate their schema, generate questions, and highlight important information, to notate their thinking in preparation for discussions • monitor for meaning at text, paragraph, and word level and to use “fix-up” strategies when meaning breaks down • engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation • establish a Reading Notebook and to notate and reference their thinking about texts • infer themes in fiction texts and provide specific evidence from the text to support their points when engaged in conversations • reflect upon their reading habits to improve their reading • infer key ideas in texts and discuss with members in their reading communities • learn strategies for purposeful talk in partnerships create mental images based upon the descriptions in the text in order to enhance their understanding and recall important events • learn how to utilize story elements and writer’s craft techniques to deepen understanding of citation texts • learn how to infer or draw conclusions about big ideas or themes in poems
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<ul style="list-style-type: none"> • Become immersed in their ideas and topics as they read, research, discuss, and write • Draft, revise, edit, and publish their writing • Reflect on their writing 	<ul style="list-style-type: none"> • learn how to use nonfiction text features to determine what is important and identify key ideas • Preview mentor texts and think about the writer behind the words • Discuss key ideas to understand how writers work • Observe and listen to the world and record what they see, hear, and feel • Learn to “read like writers” • Identify small moments and experiences in their life and write about their memories • Use strategies to “write small” • Choose a topic keeping their audience and purpose in mind • Organize their writing in a chronological structure • Add dialogue and internal thinking to their writing
Instructional Plan	
Suggested Activities	Resources

Students will discuss roles and responsibilities of reading workshop. Take a tour of the classroom library. Establish special places to read independently.	Anchor chart, student reading notebooks, "The Library of My Dream" by E.D Woodworth, "What Do I Include in My Reading Notebook?"
Students will create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article to reinforce inferencing skills.	"What a Pro Knows: Bubble Science" by Carly Schuna, "Discussing our Reading", "Comprehension Strategy", reader's notebook, student performance checklist for conferencing, create a front-page newspaper illustration and caption about the subject of the "Bubble Science" article
Students will work collaboratively to create class anchor charts highlighting important reading strategies students will be utilizing during reading workshop. Initial strategies are: Stop and Think, Turn and Talk, Stop and Jot, etc. These charts will be updated as strategies are taught.	Mentor text, "Tomas and the Library Lady", student performance checklist for conferencing, "Examining My Reading Habits: Setting Goals", Appendix 2, "My Reading Goals", "My Reading Life at Home", reader's notebook, anchor charts
Students will work collaboratively to create a class bulletin board of the reading comprehension skills: text and genre features/structures, use schema, make connections, question, visualize, make inferences, make predictions, determine importance, synthesize, monitor and repair meaning, and vocabulary and word meaning.	Anchor charts, markers, reader's notebooks
Students will mark pages in mentor text or independent text to focus on character development. They will then create or sketch a visual representation in their reader's notebook of their main character.	Mentor texts, independent texts, reader's notebook, colored pencils
websites: www.readworks.org www.readinga-z.com www.newsela.com	

Suggested Options for Differentiation

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

English Language Learners

- Accountable talk stems
- Chunk text
- graphic organizers
- plan write with teacher or strong student
- Preview lesson
- Provide extra time
- Pre-teach vocabulary

Gifted and Talented

- Higher level questioning
- Students design questions

- Choice Board to extend learning
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills/Economically Disadvantaged

- Accountable talk stems
- Chunk text
- Summarize as you go
- Preview lesson
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Activate schema
- Highlight key words

Special Education

- Follow all IEP modifications/504 plans
- Read aloud texts above their independent reading levels
- Allow writing ideas to be given orally or dictated
- Allow extra time to complete assignments or tests
- Work in a small group
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2	Create a document using a word processing application
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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Unit 2:	Duration: November-January Approximately 45 days
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	

E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

E. Form and use prepositional phrases.

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose words and phrases to convey ideas precisely.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Interdisciplinary Skills

- 1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
- 1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

1.1.5.C.4 Explain the function of sensory recall and apply it to character development.

1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none">• Students understand that extensive details are necessary to make an accurate depiction of a character, setting, and plot.• Students understand that recognizing the theme is important to comprehending what is read.• Students understand that reading traditional literature will deepen their cultural understanding.	<ul style="list-style-type: none">• How does text evidence help the reader describe the characters, setting or events?• Why is the theme important to the meaning of the text?• What do we learn about a specific culture by reading their traditional literature?
Evidence of Student Learning	

Performance Tasks <ul style="list-style-type: none"> • Pretend you are a writer for a magazine that will go out to third grade classrooms. The magazine is teaching others about the fiction genre and its components. Each student will write an article that depicts an element or concept of the fiction genre to create a “classroom magazine”. Include factual information and text exam • Students will create a book review on google docs that shows their understanding of fiction elements including character traits, problem/solution, theme, etc. 	Other Assessments <p>Formative</p> <ul style="list-style-type: none"> • Classroom Observation • Student Performance Checklist • Responses notebooks • Think-Pair-Share <p>Summative</p> <ul style="list-style-type: none"> • <i>ReadyGen</i> Reading Quizzes/Tests • <i>ReadyGen</i> Unit test • Linkit skills assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment • ReadyGen Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> • Project Rubric
Knowledge and Skills	
Content	Skills
<i>Students will...</i> <ul style="list-style-type: none"> • Recognize different types and structures of fiction (fantasy, traditional, tales, and realistic) • Identify common story elements, narrative structure, and key details in fiction texts (characters, setting, plot, conflict, and resolution) • Understand the narrative, chronological structure of fiction (beginning, middle, and end) 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Recognize and understand that within the fiction genre there are several types of fiction texts including realistic fiction, fantasy, and traditional literature • Understand that fiction has a specific structure with a beginning, middle, and end • Identify common story elements such as characters, settings, plot, conflict, and resolution

<ul style="list-style-type: none"> • Understand how to read a dramatic play differently from a narrative fiction text • Retell stories using story structure elements and key details and determine their central message or theme • Compare and contrast two or more versions of the same story, • Use comprehension strategies: activating schema, make predictions, making connections, inferencing, asking questions • Understand differences in the points of view of characters • Distinguish between external and internal conflicts in fiction and how these affect the resolution of the plot • Use literary language to create mental images or visualize what is taking place in a text • Determine the meaning of non-literal or figurative language as it is used in a text • Students understand narratives are about real experiences or events using effective technique, descriptive details, and clear event sequences. • Students use concrete words and sensory details to convey experiences and events precisely. • Students understand their writing can improve by planning, revising, editing, rewriting, or trying a new approach • Build knowledge or various topics, genres, authors, and purposes for writing • Read like writers and write everyday • Engage in daily discussions about mentor texts • Generate ideas while considering text type and purpose 	<ul style="list-style-type: none"> • Compare and contrast two or more versions of the same story • Make connections with various texts • Ask questions to help clarify thinking • Distinguish between internal and external conflicts in fiction • Determine the meaning of non literal or figurative language as it is used in a text • Identify the author's tone and their emotional response to a text • What is narrative writing? • How can word choice and details enhance writing? • How can writers strengthen their writing? • Draw evidence from literary texts • Reflect on their lives to recall significant moments or events • Use details to describe special places connected to experiences in their lives • Examine their own passions, interests, and desires to write about • Add sensory details, concrete words, and personification to convey their experiences precisely • Organize the sequence of their writing using a narrative text structure
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Instructional Plan	
Suggested Activities	Resources
Students will compare and contrast and reflect on the morals or lessons learned from two tales from two different countries to identify the difference between first and third person narration.	Venn Diagram, various texts
Students will read or act out a dramatic play as a way to demonstrate the difference between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	Variety of short plays
Students will create a high level descriptive word wall to support character traits to be able to differentiate between internal and external character traits.	Various texts
Students will write a reader's response to connect the theme to other texts they're reading.	Self-selected texts
Students will research specific cultures related to the text they've read and create a list of characteristics of the specific cultures.	Various texts; Chromebooks
Students will create a story element/vocabulary quiz for other peers to identify vocabulary and story elements from their fiction unit	Various texts; story element graphic organizer
Students will create alternative titles for text they are reading, based on the theme of the story, drama or poem from details within the text as a way to show the main idea.	Self-selected texts, reader's notebooks

Students will highlight quotes, proverbs, or figurative language to make relevant connections when explaining the text and drawing inferences from the text.	Short shared texts, student self-selected texts
Students will participate in reading readers' theaters scripts of their reading level and choice. Students will work with their small group to evaluate the characteristics of the play. Then, students will practice the script and the stage directions, theatrical elements, and story construction/plot. Students will use active listening skills, expression, and movement to act out the performance. Students will discuss how these elements of acting out the script with theatrical elements help to set the scene.	<p>Schoolwide Reader's Theater Scripts</p> <p>https://www.readinga-z.com/fluency/readers-theater-scripts/</p> <p>http://www.thebestclass.org/rtscripts.html</p> <p>http://www.teachingheart.net/readerstheater.htm</p> <p>http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html</p>
Students will write a book blurb to persuade others to read their published writing pieces	Self-selected texts, reader's notebooks
<p>websites:</p> <p>https://www.readinga-z.com/fluency/readers-theater-scripts/</p>	Readers' Theater resources
http://www.teachingheart.net/readerstheater.htm	Readers' Theater resources
Suggested Options for Differentiation	
Modifications	

Special Education Students / 504 *(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)* reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

English Language Learners

- Build background knowledge
- Vocabulary activities
- Teach character traits
- Graphic organizer for sensory details
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Discuss theme/use examples

Gifted & Talented

- Higher level questioning
- Meet with partner to discuss ideas and reflect on their writing
- Students design questions

- Choice Board to extend learning
- Expand their reading book shelf (variety of genre)
- Reader Response Extension

Basic Skills/Economically Disadvantaged

- Chunk text
- Summarize as you go
- Preview lesson
- Provide extra time
- Graphic organizer for sensory details
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Discuss theme/use examples
- Model thinking
- Model published writing

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow ideas to be verbalized prior to writing
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness	√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.2	Create a document using a word processing application.
8.1.2.B.1	Illustrate and communicate original ideas and and stories using multiple digital tools and resources.
8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.

Unit 3:	Duration: February-April Approximately 45 days
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic

Interdisciplinary Skills

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Students understand that text structure will deepen their understanding of content. • Students understand that text features are additional information to broaden their understanding of the subject. • Students understand that reasons and evidence are essential to support an author's point of view. • Students understand that separating the main idea from supporting details is a necessary skill when giving a summary of the text. • Students will use text features in their writing to help organize their ideas and information. • Students will research a topic to develop their ideas for their writing. • Students will use text structures in their writing 	<ul style="list-style-type: none"> • How does understanding a text's structure help me better understand its meaning? • How do visual text features help readers gain information they read? • How can readers use inductive reasoning to determine the author's purpose? • How can determining importance and summarizing help me better comprehend texts? • How do nonfiction text features help a writer organize their information in their writing? • How does primary and secondary research guide a writer's development of writing? • How do writers determine what text structure to use in their writing?
Evidence of Student Learning	
Performance Tasks	Other Assessments
<ul style="list-style-type: none"> • Students will create a nonfiction slideshow in Google Slides using visual text features, based on student topic • Students will research a topic and create a poster of nonfiction text features. • Students will create a google slideshow utilizing primary and secondary research to publish their nonfiction topic. • Students will pretend they are a journalist and will present their published articles in a google presentation to their publisher. 	<p>Formative</p> <ul style="list-style-type: none"> • Analyzing Student Work • Summaries • Think-Pair-Share <p>Summative</p> <ul style="list-style-type: none"> • ReadyGen unit Assessment • Linkit skills assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment B

<ul style="list-style-type: none"> • Students will create a brochure using multimedia and common text features and text structures • Students will write a proposal for a photographer summarizing why their new nonfiction topic should be accepted for a National Geographic article. Students will include the important key ideas and details of their topic in their summary. 	<ul style="list-style-type: none"> • ReadyGen Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> • Reading Records Comprehension Questions • Written Comprehension Responses • Reading Response Journals • Project Rubric • Stop & Jot Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of nonfiction, including reference, literary nonfiction, and biography • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Learn about the fiction genre and explore several types of fiction texts, including traditional literature and realistic fiction • Read a variety of nonfiction texts • Use knowledge of genre, text structure, and text features to support understanding • Utilize comprehension strategies • Develop unfamiliar vocabulary to deepen understanding • Provide textual evidence to support thinking • Infer an author's purpose • Summarize and synthesize main ideas • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across various formats of text • Analyze mentor texts for text features and text structure

<ul style="list-style-type: none"> • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction • Understand the characteristics and text features of nonfiction writing • Build knowledge of various topics, genres, authors, and purposes for writing a nonfiction writing piece • Read like writers and write everyday • Engage in daily discussions about text and read what they write 	<ul style="list-style-type: none"> • Identify how authors use voice to connect to their audience and purpose • Explore their passions and interests to choose a topic for writing • Think about topics in which they have firsthand experience to support their primary source research
Instructional Plan	
Suggested Activities	Resources
Students will create a “I Have, Who Has” game to determine the meaning of general academic and domain-specific words or phrases.	Index cards, markers
Students will work in groups to identify and interpret nonfiction text features in Scholastic News by completing a graphic organizer for text features.	Nonfiction text features graphic organizer
Students will go back into their writing and add in transitional words using a common linking word/phrase handout.	Common linking word/phrase handout
Students will participate in a nonfiction scavenger hunt throughout the classroom to identify nonfiction text features and structures.	Classroom library, magazines, reference books
Students will compare and contrast a historical event to grasp the difference between firsthand and secondhand accounts using multimedia.	Multimedia, Venn Diagram
Websites:	
https://blog.feedspot.com/fourth_grade_teacher_blogs/	Teacher blogs with websites

Suggested Options for Differentiation
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p><i>*For additional modifications and accommodations, see below</i></p>
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Nonfiction scavenger hunt to find text features ● Bubble Map for unfamiliar words ● Create a mini picture dictionary ● Anchor charts ● Use visual aids
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Additional research ● Expand their reading book shelf (variety of genre) ● Reader Response Extension
<p>Basic Skills/Economically Disadvantaged</p>

- Create a mini picture dictionary
- Anchor charts
- Use visual aids
- Provide extra time
- Pre-teach vocabulary
- Use anchor charts as reminders of text structures and text features

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.2.	Create a document using a word processing application.
8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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Unit 4:	Duration: May-June Approximately 45 days
Standards	
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic.

Interdisciplinary Skills

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

6.1.4.A.15. Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Technology

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.A.2. Create a document using a word processing application.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Skills

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Students will learn how to gain information from visual representation of science concepts.
- Students will learn how to use domain-specific vocabulary words to develop a deep understanding of scientific terms.
- Students will identify the steps of the scientific process to comprehend text.

Essential Questions

- How do text features help readers' support their understanding of complex science concepts and information?
- How does domain-specific vocabulary deepen the understanding of the concepts?
- How do readers effectively use strategies to analyze scientific text?

Evidence of Student Learning	
Performance Tasks <ul style="list-style-type: none"> • After reading nonfiction science texts on ecosystems, students can create a book with diagrams, drawings, and pictures to present to peers, parents, and community. • Students will create a Google Slideshow to summarize their key ideas and findings on their topic, while using nonfiction features. • Students will write a feature article to persuade their audience an opinion, from their research and observations of a topic. • Students will pretend they are a graphic designer and design their feature article template including text features to present their feature article. • Students will design a class magazine to display their published feature article that will include their motivation and opinion of the topic. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Classroom Observation • Round Robin Charts (passcharts among groups and have each add to assess understanding) • Listening in on student conversations • Anecdotal records • Notebook • Reader's Response <p>Summative</p> <ul style="list-style-type: none"> • <i>ReadyGen</i> Reading Tests • Vocabulary Assessments • Short constructed Reading Response assessment • Extended reading Response • Linkit skills assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment C • <i>ReadyGen</i> Benchmark Assessment <p>Alternative</p> <ul style="list-style-type: none"> • Peers score student projects • daily assignments • Quick writes
Knowledge and Skills	

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of content area texts, including nonfiction (reference and literary nonfiction), fiction, and poetry books and articles (articles describing science investigations, as well as instructions for how to create a science tool or conduct an experiment) • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Employ a repertoire of strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing • Learn strategies for making connections among science terms to deepen understanding of key science or social studies concepts • Use textual evidence to support thinking about reading in both conversation and writing • Infer an author's or scientist's purpose or viewpoint • Determine important details in texts to summarize and notate key ideas • Determine and analyze cause and effect relationships and similarities and differences • Observe their surroundings carefully, raise questions, and seek answers to questions by researching texts and/or conducting first hand investigations • Obtain, evaluate, and communicate information 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Read a variety of types of content area text • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies to monitor and deepen understanding • Develop unfamiliar vocabulary to deepen understanding • Learn strategies for making connections among science terms • Use textual evidence to support thinking about reading • Infer an author's or scientist's purpose or viewpoint • Summarize important details in text • Analyze cause and effect relationships and similarities and differences • Obtain, evaluate, and communicate information • Analyze and interpret data • Synthesize information across texts, visuals, illustrations, photographs, models, diagrams, and charts • Write informative and explanatory texts about topics of study • Write opinions in the form of a feature article providing evidence to support their point of view

<ul style="list-style-type: none"> • Analyze and interpret data • Summarize and share findings about patterns in the natural world • Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams, and data charts) • Communicate during content understanding both orally and in writing • Write informative/ explanatory texts about their topic of study while researching and using facts develop their points • Write opinions in the form of a feature article, focusing on discipline-specific content and supporting their point of view with evidence 	
Instructional Plan	
Suggested Activities	Resources
Students will utilize the National Geographic website or Science A to Z to interpret information visually, orally, or quantitatively to explain how the information contributes to an understanding of nonfiction science text.	Nonfiction science texts, reference materials, articles, mentor texts, presentation materials, National Geographic website, Science A to Z
Students will construct and conduct their own experiments with ecosystems.	Sample ecosystems, mentor texts
Students will create a virtual ecosystem to investigate different species and environments to review the meaning of a domain-specific words in nonfiction texts.	The Concord Consortium (www.schoolwide.com)
Students will create a food chain or food web using Google Slides to interpret information presented visually.	Google Slides

Utilize current to analyze Feature Articles. Students will work in groups to identify introductions, conclusions, and subheadings.	<i>Scholastic News or Studies Weekly</i>
Suggested Options for Differentiation	
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p> <p>Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i></p> <p><i>*For additional modifications and accommodations, see below</i></p>	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide additional examples ● Build background knowledge ● Chunk text ● Preview lesson ● Provide extra time ● Pre-teach vocabulary ● Use visuals 	

Gifted and Talented

- Higher Level Questioning
- Choice Board to extend learning
- Written response extension
- Reflection/Self-Assessment
- Higher order writing skills
- Suggest compositional risks

Basic Skills/Economically Disadvantaged

- Bubble Map for unfamiliar words
- Create a mini picture dictionary
- Anchor charts
- Use visual aids
- Pre-teach vocabulary
- Provide additional examples
- Build background knowledge

Special Education

- Follow all IEP modifications/504 plan
- Allow extra time to complete assignments or tests
- Work in a small group
- Build background knowledge on nonfiction topics
- Use anchor charts as reminders of text structures and text features
- Read aloud texts above their independent reading levels
- Allow answers to be given orally or dictated
- Allow ideas to be verbalized prior to writing
- Use digital text

Estell Manor School District

English Language Arts Curriculum Grade 5

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Forming good classroom study and reading habits, Informative/explanatory, opinion, and narrative texts vocabulary and word study, Grade level reading comprehension skills and strategies, determine main ideas, details, central ideas	<p style="text-align: center;">September-October</p> <p style="text-align: center;">Approximately 40 days</p>
Unit 2: Greater focus on fiction .Informative/explanatory, research, and narrative texts, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	<p style="text-align: center;">November-January</p> <p style="text-align: center;">Approximately 45 days</p>
Unit 3: Greater focus on nonfiction.Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarizing, support opinions.	<p style="text-align: center;">February-April</p> <p style="text-align: center;">Approximately 45 days</p>
Unit 4: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarize, research informational texts and write an article.	<p style="text-align: center;">May-June</p> <p style="text-align: center;">Approximately 45 days</p>

Core materials:

Journeys by HMH

Class Novel: Bud, Not Buddy

Independent Reading: Maniac Magee, Tuck Everlasting, Island of the Blue Dolphins, Black Star, Bright Dawn, Esperanza Rising, The Indian in the Cupboard

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
8.1.2.A.2.	Create a document using a word processing application.

Reading Unit 1:	Duration: September – October Approximately 40 days
Standards	
<p>RL 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL 5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Interdisciplinary Skills

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.CRP6. Demonstrate creativity and innovation.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none">● Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).● Readers monitor their comprehension.● Readers support their understanding with evidence.● Learning requires all members of the classroom community to engage in collaborative and active discussion.	<ul style="list-style-type: none">● What behaviors do effective readers exhibit?● How do readers clearly communicate their thinking to others?● What do you need to know about yourself as a reader in order to grow?● What behaviors do effective writers exhibit?● How does maintaining a writer's notebook support the writing process?

<ul style="list-style-type: none"> • Authors write for an audience with a specific purpose in mind. • Authors write using an organizational structure that supports their purpose. • Authors write narratives using effective craft techniques. • Authors revise and edit their work to improve the clarity and quality of their piece. 	<ul style="list-style-type: none"> • What do you need to know about yourself as a writer in order to grow? • How do authors utilize the writing process (generating ideas, selecting, collecting, drafting, revising, editing) in order to produce a published piece?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are a librarian at the Ocean County Library. You have been invited to teach a 1st grade class how to engage with a text and apply self-monitoring skills. Be sure to use a mentor text to demonstrate how your brain thinks as a reader while engaging with the text.</p> <p>You are the author of your favorite book. You've been invited to a conference for young readers to promote your newly published book. Design a presentation for you book that entices readers and creates excitement over your newest publication. Be mindful not to spoil the ending.</p> <p>You are a cartoon artist or designer. Create a cartoon or strip to illustrate how writers use the writing process to share with their peers.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Small Group Work • Student Self-Reflections • Collecting Independent Work • Quick Writes <p>Summative</p> <ul style="list-style-type: none"> • On-Demand Writing • Process Piece • Reading Response Assessment • ReadyGen Unit Assessments • Linkit Skills Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • HMH Reading Inventory • Linkit Assessment A • ReadyGen Benchmark Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions

	<ul style="list-style-type: none"> • Written Comprehension Responses • Record Anecdotal Notes • Response Journals • Quick writes
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Develop an understanding of themselves as readers • Learn to self-select appropriate texts • Set goals for themselves as readers • Recognize the differences between genres • Apply self-monitoring skills • How to have reading conversations and accountable talk • How to maintain a reader's notebooks • The teacher's role/student's' role in a workshop classroom • How to use Stop-n-Jots to track their thinking as a reader • Recognize the various reasons writers write in order to produce clear and coherent writing is developed and organized • Utilize mentor texts to show author's process and craft 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Develop rituals and routines for reading workshop • Evaluate themselves as readers • Utilize different strategies to monitor their own comprehension • Explain their thinking and grow their ideas together as readers • Practice positive reading behaviors • Establish reading goals • Analyze story elements to build comprehension • Participate in collaborative discussions • Use textual evidence to support thinking both in writing and conversations • Analyze text to determine the main ideas(s) presented by the author • Use key details to summarize the text • Think about the writer and his or her process and craft when reading mentor texts • Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful

	<ul style="list-style-type: none"> • Learn about themselves as writers by constructing a writing narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences • Personalize and share their Writer's Notebooks to build community • Learn about a number of authors, looking at where, what, why, and how they write • Use descriptive details and other narrative techniques when developing and organizing narrative texts • Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing • Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.
Instructional Plan	
Suggested Activities	Resources
Classroom library tour - Students will become familiar with the organization of the library, as well as the books available.	Classroom library
Students will utilize mentor text to review genres - students will chart characteristics associated with different genres	Mentor texts from unit
Filling reading bag/baskets - Students will use the iPick anchor chart, their reading identity reflections, and the classroom library to build up their reading bags.	iPick anchor chart, reading interview, classroom library

Model and practice having reading conversations - Read the book <u>Old Henry</u> . Prior to practicing having a conversation based upon a book, develop an anchor chart with students on things to talk about and ways to start up a conversation. Facilitate whole class conversation on <u>Old Henry</u> .	<u>Old Henry</u> by Joan W. Blos "Getting a Conversation Started"
Students will utilize a reading log as a tool to track reading behaviors and progress.	Reading log
Students will develop a reading plan, wish list, and set reading goals.	Create a bookshelf in reader's notebook.
Review rubric, model, practice responding to open-ended questions - Using a mentor text from the unit, design a question and provide a model. Allow students to breakdown the rubric, score, and offer rationale for the score they assign to the model.	Constructed response rubric, mentor text and model response
websites: www.readworks.org www.newsela.com	Reading passages with comprehension activities Nonfiction read comprehen passages
<p style="text-align: center;">Modifications</p> <p>Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.</p> <p>English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i></p> <p>Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i></p>	

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

**For additional modifications and accommodations, see below*

Suggested Options for Differentiation

Gifted and Talented

- Higher level questioning
- Students design their own questions to extended reading conversations
- Students design how to show their thinking as a reader
- Reflection and self-assessment
- Suggest compositional risks
- Expand their reading bookshelf to include a wide variety of text

Basic Skills/Economically Disadvantaged

- Remove unnecessary material, words, etc., that can distract from the content
- Deliver the content in “chunks” and then continue to build their knowledge and understanding
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence frames
- Pre-Teach vocabulary

- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility	v	CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Reading Unit 2:	Duration: November – January
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	Approximately 45 days
Standards	
<p>RL 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RL 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RL 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or inform</p> <p>RL 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Interdisciplinary Skills

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
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<ul style="list-style-type: none"> • Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). • Readers monitor their comprehension. • Readers support their understanding with evidence. • Learning requires all members of the classroom community to engage in collaborative and active discussion. • Authors write for an audience with a specific purpose in mind. • Authors write using an organizational structure that supports their purpose. • Authors write essays using effective craft techniques. • Authors revise and edit their work to improve the clarity and quality of their piece. 	<ul style="list-style-type: none"> • How does the type of text determine the reading strategies good readers use? • How does a reader use the elements of a story to determine the author's purpose and theme? • How does the structure of the text help the reader understand the meaning? • How do listening and speaking strategies contribute to understanding? • How do authors develop a thesis statements that supports their purpose? • How do authors provide their readers with information that supports their thesis? • What craft techniques are utilized by essay writers? • How do essay writers chose strategies for publishing and evaluating their work?
<p align="center">Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>Writing a short poem about a book is an effective way to summarize a topic, theme or character in an artistic way. Poetry is descriptive and emotional, so you can focus on elements of the book that inspired, intrigued or moved you. You won't be able to summarize the entire book in your short poem, so focus on one element, character or theme that stood out. Use alliteration, metaphors and symbolism to make your poem come to life.</p> <p>Reference for teacher: http://penandthepad.com/write-short-poem-book-7840629.html</p>	<p align="center">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Reading Interviews • Student Performance Checklist • Writing Conferences • Small Group Work • Student Self-Reflections • Collecting Independent Work • Quick Writes • Student Reflections • Independent Work <p>Summative</p>

<p>You are a teacher responsible for facilitating a book talk with your 5th grade class. Using your favorite short story, design 3-5 higher level comprehension questions that will require your students to not only answer the question but extend their thinking. Be sure to design questions that require the students to consider all key elements of a story when responding to the questions. In preparation for the book talk, you must have key points that you will use to gauge your students' understanding of the selected text.</p> <p>You are a candidate running for an official position in your community. Write a speech that you will present to the council and community stating your community concern. Present your concerns through your speech along with your opinion on a topic of change. As good speech writers, you may include visuals such as a flyer, PowerPoint, display, video, graph, etc.</p>	<ul style="list-style-type: none"> • <i>ReadyGen</i> Unit Assessments • <i>Linkit</i> Skills Assessments • On-Demand Writing • Process Piece <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment B • <i>ReadyGen</i> Benchmark Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Written Comprehension Responses • Record Anecdotal Notes • Response Journals • Teacher Observation Checklist for Student Writing Behaviors • Verbal Response instead of Written Response • Untimed Modified Benchmark Writing Task
Knowledge and Skill	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Recognize different types and structures of fiction • Identify common story elements, narrative structure and key details in fiction texts • Use story elements and key details to determine the central theme • Compare and contrast 2 stories that contain the same theme 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Analyze story elements to build comprehension • Analyze text to determine which type of fiction it is • Analyze text structure as a comprehension tool • Monitor comprehension • Use textual evidence to support thinking both in writing and conversations

<ul style="list-style-type: none"> • Use comprehension strategies: activating schema, make predictions, make connections, infer and ask questions • Understand how the point of view affects the way a story is told • Distinguish between external and internal conflicts in fiction and how these affect the resolution • Use descriptive language to create mental images or visualize what is taking place • Identify the structure of essay writing • Develop an understanding of themselves as writers who have influence over 	<ul style="list-style-type: none"> • Apply context clues and background knowledge to determine the meaning of unfamiliar words • Analyze text to determine the main ideas(s) presented by the author and the author's purpose • Analyze text or texts on the same topic to determine point of view • Read a variety of fictional texts • Compare themes across texts • Describe how the visual elements of a text help tell the story • Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various opinion pieces on topics or texts, supporting a point of view with reasons and information • Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions by summarizing a written text • Write essays that express their opinion on a topic and supply reasons and information to support their point of view. • Introduce a topic by creating an engaging thesis statement that states their opinion and purpose • Develop essay topics using facts, quotes, and concrete details • Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons • Provide a concluding statement or section related to the opinion and information presented.
Instructional Plan	
Suggested Activities	Resources

Prior to reading, use questioning to determine type of fiction. Encourage students to choose a variety of fiction to read during independent reading. Monitor choices throughout the unit.	Variety of fiction texts from the grab-n-go section in the library and students' reading logs
Split class into small groups, assign each group a different mentor text and have students "clothesline" the events. Focus on story elements and time passage words to break the text down.	Mentor text from unit
Mid-unit cold read - select a grade-level historical fiction or a folktale from Reading A-Z to assess independent comprehension.	Reading A-Z
Students will respond to reading through a bi-weekly reading response entry to assess understanding of text on students' just-right levels. Students will use textual evidence to justify the inferences made.	Fiction text response prompts to allow for student choice (based on students' needs)
End of Unit - Thematic Literature Circle Students will be grouped based on reading levels. Students will map out their reading plan on a calendar. Choice boards allows students the option to pick how to show their comprehension of the text. This is something that the students work on throughout the unit. Students will also design a question each session to then guide their discussion for the day.	Suggested theme: Tolerance <u>Rules</u> <u>Wonder</u> <u>Extraordinary</u> <u>Arlene on the Scene</u> <u>Crash</u> <u>Out of My Mind</u> <u>Stargirl</u>

Have students analyze the meaning behind music videos, billboards, advertisements, etc. Have the students discuss how visual elements tell a story and interact with the text. Students analyze how visual elements deepen the meaning behind a piece of text. Students explain why they think the author has included these visual elements.	<u>Howl's Moving Castle</u> by Dianna Wynne Jones (it has been made into a Miyazaki Anime film)
Have the students consider two books in the same genre and describe the setting, plot, and theme for each one. Then have the students describe what the two books have in common for each category.	Student self-selected books
To help students increase their comprehension through visualization and fluency abilities, students will participate in reading readers' theaters scripts of their reading level and choice. Each student will work in a small group to evaluate their script and determine how to perform their play. Students will use physical and vocal choices to enhance their performance.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Students will identify author's point of view or opinion in an essay	<ul style="list-style-type: none"> ● <u>Mentor Texts:</u> <ul style="list-style-type: none"> ● <i>Chameleons Are Cool</i> ● <i>Endangered Tigers</i> ● <i>Gentle Giant Octopus</i> ● <i>Hey, Little Ant</i> ● <i>A Quiet Place</i> ● <i>Sharks</i> ● <i>Surprising Sharks</i> ● <i>A Swim Through the Sea</i> ● <i>The Table Where Rich People Sit</i> ● <i>A Walk in the Rain Forest</i>
Suggested Options for Differentiation	

<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Higher level questioning • Students design their own questions to extended reading conversations • Students design how to show their thinking as a reader • Choice boards used to provide experiences to extend learning • Expand their reading bookshelf to include a wide variety of text • Use tier 3 vocabulary words
<p>Basic Skills/Economically Disadvantaged</p> <ul style="list-style-type: none"> • Remove unnecessary material, words, etc., that can distract from the content • Deliver the content in “chunks” and then continue to build their knowledge and understanding • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language • Use audio and visual supports. • Provide multiple learning opportunities utilize and reinforce vocabulary • Provide cross-content application of concepts, to help tie learning together when possible. • Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress
<p>English Language Learner</p> <ul style="list-style-type: none"> • Use images to teach everyday words • Chunk text • Use sentence stems • Pre-Teach vocabulary • Modify appendices • Meet prior to working independently to ensure directions/expectations are understood • Create graphic organizers that are scaffolded • Meet small group prior to lesson to build background knowledge

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|--|
| <ul style="list-style-type: none">• Extra time• Work with a partner |
| <ul style="list-style-type: none">• Provide differentiated instruction as needed• Follow all IEP modifications/504 plan• Guided reading groups to reinforce skills• Leveled books at student's independent levels• Access to audiobooks• Review smaller sections of text with students to ensure understanding• Provide notes for mini-lessons to put into student's notebooks |

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks
8.1.5.A.3 .	.Use a graphic organizer to organize information about problem or issue
8.1.8.A.3.	Create a multimedia presentation including sound and images
8.1.2.B.1.	

	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.A.2.	Create a document using a word processing application.

Reading Unit 3:	Duration: February - April Approximately 45 days
Standards	
<p>RI 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L 5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*)..

Interdisciplinary Skills

1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.8.A.3 Create a multimedia presentation including sound and images.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).
- Readers monitor their comprehension.
- Readers support their understanding with evidence.

Essential Questions

- What strategies do informational readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, activating schema, summarizing, etc.)

<ul style="list-style-type: none"> • Learning requires all members of the classroom community to engage in collaborative and active discussion. • Authors revise and edit their work to improve the clarity and quality of their piece. 	<ul style="list-style-type: none"> • How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)? • How does understanding structure and characteristics of a text impact the reader's comprehension? • What craft techniques are utilized by memoirists so that their readers get a glimpse as to what matters most in their life?
<p align="center">Evidence of Student Learning</p>	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are writer for a popular nighttime talk show. Create a David Letterman style “Top-Ten Reasons” list on a topic that is important to you. Choose how to present your list (Google slides, video, or poster) to the viewing audience.</p> <p>Students will create a scrapbook that features 3 of their memorable moments, achievements, or influences and present using multimedia components and visual displays.</p> <p>You are a song writer hired to create a parody of your memoir. Choose a song and change the lyrics to convey the story or your life. experience. Choose a format to perform or share/present your parody.</p>	<p align="center">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Reading notebook responses • Observations- Turn & Talk; Share • Reading Conferences- one-on-one • Small Group Work- Guided Reading & Strategy <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Reading Notebook Rubric • Reading Response Assessment • Reading Log Assessment • <i>ReadyGen</i> Unit Assessments • <i>Linkit</i> Skills Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment C • <i>ReadyGen</i> Benchmark Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions

	<ul style="list-style-type: none"> • Written Comprehension Responses • Student graphic organizers • Teacher Created Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of nonfiction books (reference, literary and biography) • Use knowledge of genre, text structure and text features to support understanding • Learn strategies for challenging and domain-specific vocab • Use comprehension strategies before, during and after reading to monitor and deepen comprehension • Use textual evidence to support thinking about reading in both conversation and writing • Infer an author's point of view • Determine important details in texts to summarize main ideas • Analyze cause and effect relationships • Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts) • Compare and contrast texts Identify the content of the memoirs through collaborative discussions • Critique author's own life experiences, interests, and observations to help generate ideas 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Analyze text to determine which type of nonfiction it is (reference, literary, biography) • Evaluate text features to enhance comprehension • Analyze text structure as a comprehension tool • Monitor comprehension • Apply context clues and background knowledge to determine the meaning of unfamiliar words • Analyze text to determine author's purpose and point of view • Analyze text to determine main idea and supporting details • Provide textual evidence to support thinking • Use context clues and background knowledge to determine the meaning of unfamiliar words • Draw from multiple sources to create an understanding to compare and contrast, identify cause and effect or problem/solution or list events chronologically • Examine illustrations and notice how authors develop memoirs with illustrations • Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences
Instructional Plan	

Suggested Activities	Resources
<u>Use I is for Idea: An Inventions Alphabet</u> - Partner up students and assign them a letter. Students read and identify the main idea of their invention. Record on index card in preparation to present your invention to the class.	<u>I is for Idea: An Invention Alphabet</u>
Gather a variety of nonfiction texts. In groups, students will categorize the type of nonfiction and explain their rationale for their grouping. Allow time for students to introducing their book buckets to the class prior to adding to the classroom library.	Classroom nonfiction books
Text structure scavenger hunt-Students will use their nonfiction text to identify nonfiction text structures within their text and explain how the features assist in their understanding.	Student self-selected nonfiction text https://www.pinterest.com/pin/475552041888604666/
<u>Use Henry's Freedom Box: A True Story from the Underground Railroad</u> to write from Henry's point of view- read the story, analyze the story elements and create a journal entry from Henry's point of view.	<u>Henry's Freedom Box</u>
Students will explore and understanding the importance of descriptive details in a memoir. Students will use dialogues to make stories more engaging and real. Next student will write about their own lives and experiences using photos to jog memories	Family Photos
Gifted and Talented <ul style="list-style-type: none"> Extended writing Students design their own questions to extended reading conversations Students design how to show their thinking as a readers 	

Basic Skills/Economically Disadvantaged

- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

English Language Learner

- Model writing / shared writing
- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

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Unit 4 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting	√	CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness	√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
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8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.2.B.1.	Illustrate and communicate original ideas and stories using multiple digital tools and resources
8.1.2.A.2.	Create a document using a word processing application.

Reading Unit 4:	Duration: May – June Approximately 45 days
Standards	
<p>RI 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI 5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	

SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Interdisciplinary Skills

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). • Readers monitor their comprehension. • Readers support their understanding with evidence. • Learning requires all members of the classroom community to engage in collaborative and active discussion. Authors write biographies using effective craft techniques. • Authors revise and edit their work to improve the clarity and quality of their piece. 	<ul style="list-style-type: none"> • How do readers use what they've learned about a topic to formulate and justify an opinion? • How does asking questions as a reader help to build understanding? • How does having conversations help students to develop and support their ideas? • How do writers of biographies express their opinions about the subject they write about and include researched facts and details that highlight the subject's achievements and influences? • How do writers of biographies structure their piece (collection of stories, biographical sketch, or essay)? • What craft techniques are utilized by writers of biographies?
Evidence of Student Learning	

Performance Activity:	Other Assessments
<p>You are an environmentalist with a passion for water conservation. In an effort to educate the community design a billboard, political cartoon or radio advertisement with a clear message promoting the importance of water conservation. Utilize the resources below.</p> <p><u>Not Enough to Drink</u> by Laura laBella “In Papua, New Guinea, most people don’t have access to clean water” YouTube video-” Save Water to Help the Earth”</p> <p>You are an activist that travels the world assisting animals that have been negatively impacted by human activity. Design a social media account as a way to shed light on the issue/concern as well as your personal journey to lessen the human impact on animals.</p> <p>Students will create an online digital presentation on themselves.</p>	<p>Formative</p> <ul style="list-style-type: none"> • Writing Conferences • Small Group Work • Student Self-Reflections • Reading Log • Reading Notebook Checklist • Student Reflections • Independent Work <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Reading Notebook Rubric • Reading Response Assessment • Reading Log Assessment • <i>ReadyGen</i> Unit Assessments • <i>Linkit</i> Skills Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment • <i>ReadyGen</i> Benchmark Assessments <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Written Comprehension Responses • Record Anecdotal Notes • Response Journals • Modified Graphic Organizers • Untimed Writing Prompts • Stop & Jot Sentence Starters • Response Sentence Starters

	<ul style="list-style-type: none"> • Curriculum Based Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation
Knowledge and Skills	
Content	Skills
<i>Students will...</i> <ul style="list-style-type: none"> • Read a variety of content area books • Use knowledge of genre, text structure and text features to support understanding • Learn strategies for challenging and domain-specific vocab • Use textual evidence to support thinking about reading in both conversation and writing • Infer an author's point of view • Determine important details in texts to summarize main ideas • Analyze cause and effect relationships • Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts) 	<i>Students will be able to ...</i> <ul style="list-style-type: none"> • Read a variety of content specific texts • Evaluate text features to enhance comprehension • Analyze text structure as a comprehension tool • Monitor comprehension • Apply context clues and background knowledge to determine the meaning of content specific words • Analyze text to determine author's purpose • Analyze text to determine main idea and supporting details • Draw conclusions • Compare different sources to enhance their understanding of a topic • Collaborate to develop and support their ideas • Collect relevant information to incorporate in their writing • Construct a presentation that is clear, concise, and engaging
Instructional Plan	
Suggested Activities	Resources
Students will select an article that focuses on how humans impact the environment. Explain the relationships or	Newsela

interactions between two or more events based on specific information in the text.	
Students will read closely to identify how the author presents the main idea and uses reasons and evidence to support a point.	Classroom mentor texts
Students will read a variety of texts on human impact on the environment and then craft and informative/explanatory text to convey ideas and information clearly.	Self-selected nonfiction books
Students will analyze the effects of oil spills on the environment using the mentor text <u>BP Oil Spill</u> by Peter Benoit and the Newsela article, “No full recovery yet from oil spill 25 years ago.” Using the information they have gathered, explain how companies might change their practices to avoid future damage to the environment/	Newsela
Students will conduct research on each person using biography.com or activate schema prior to reading	www.Biography.com
Suggested Options for Differentiation	
Gifted and Talented <ul style="list-style-type: none"> • Higher level questioning • Students design their own questions to extended reading conversations • Students design how to show their thinking as a reader • Choice boards used to provide experiences to extend learning • Expand their reading bookshelf to include a wide variety of text 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Deliver the content in “chunks” and then continue to build their knowledge and understanding • Show models of finished products • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language • Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	

English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education

- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner
- Use audio and visual supports
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Preferential seating

Estell Manor School District

English Language Arts Curriculum Grade 6

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Introduction and review, Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling	September-October Approximately 40 days
Unit 2: Personal Narrative, Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling	November-January Approximately 45 days
Unit 3: Fiction, Concepts of Writing, Reading Comprehension, Grade level Grammar and Spelling, NonFiction, Informational Writing, Research	February-March Approximately 45 days
Unit 4: NonFiction, Concepts of Writing, Argument, Persuasive, and Opinion Writing,	April-June

Fiction, Reading Comprehension, Grade level Grammar and Spelling	Approximately 45 days
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Core materials:

Literature – Holt McDougal

Class Novels: *The Big Lie, Sing Down the Moon, Walk Two Moons*

Independent Reading: *The Secret Garden, The Dark is Rising, The Lion, the Witch, and the Wardrobe, Call it Courage, Witch of Blackbird Pond, Hatchet, Julie of the Wolves, Sadako and the Thousand Paper Cranes, A series of Unfortunate Events (Books 1-13)*

Unit 1 will address the following 21st Century Life and Careers skills:	
Check all that apply 21st Century Themes	Career Ready Practices

9.1	Personal Financial Literacy			CRP1.Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3.Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		√	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 1:	Duration: 40 days
Standards	
<p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.3 Describe how a particular a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p>	

RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Skills

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
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<ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • Identify reading interests, reading habits and patterns, self-select appropriate texts, and determine reading goals. • Use thinking, writing and talking to support comprehension before, during and after reading (stop and think, turn and talk, stop and jot, stop and write), effectively use tools to support reading (sticky notes, reading notebook, reading log, etc.), and participate in partnership, small group and whole class conversations about texts. • Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds. • Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others. • Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience. 	<ul style="list-style-type: none"> • What do effective readers do? • How do students identify themselves as readers? • How do I express myself clearly to others? • What do effective writers do? • How do students identify themselves as writers? • How do writers express themselves clearly to others?
<p style="text-align: center;">Evidence of Student Learning</p>	

<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are in charge of helping a new student. Explain most important things about being a successful student in your classroom. Include the strategies you know that help you to be a better reader and those that help you to be a better writer.</p> <p>You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Cite textual evidence from a cold read <p>Summative</p> <ul style="list-style-type: none"> • Performance Task Rubric • Unit assessment • Published Narrative <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory • <i>Linkit</i> Assessment A <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions as discussion • Written Comprehension Responses • Reading Response Journals
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Learn about themselves as readers. • Learn to self-select appropriate texts. • Set goals for themselves as readers. 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify the structure, expectations, and routines in a reading class and make plans for themselves as readers.

<ul style="list-style-type: none"> • Learn the expectations and routines for actively participating in a reading community. • Learn how to participate in a range of conversations about texts. • Learn how to follow agreed-upon rules and protocol for conversations. • Learn how to prepare for conversations. • Learn to identify the theme of a text from details in the text. • Learn to cite textual evidence to support analysis of text. • Learn to determine the central idea of a text and how it is conveyed. • Recognize the differences among books that entertain, inform, and persuade. • Develop habits of mind for engaging in a variety of texts. • Learn how to apply self-monitoring skills. • Learn how to determine the meaning of challenging vocabulary words and phrases in text. • Understand the elements of narrative writing 	<ul style="list-style-type: none"> • Develop an understanding of their own reading identities and reflect on their interests and histories as readers. • Use their own identities to select well-matched texts across genres. • Identify when meaning breaks down and then work to clear up confusion. • Understand that they will be able to read more deeply when they activate prior knowledge about the genre, author, and topic. • Prepare for conversations through thinking, talking, and writing and will follow a clear protocol for conversations. • Use collected thinking to start conversations in a variety of ways. • Grow ideas about reading and use evidence from the text to support their ideas. • Track time and amount read to gather data for their own reflection. • Consider what they will read and when they will read it. • Understand the importance of book recommendations and identify a book that would be worthy of a book talk. • Jot down ideas and share with a partner using conversation protocol.
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	<ul style="list-style-type: none"> • Identify story elements as a strategy for building comprehension. • Create a visual representation of a plot structure to understand plot development and to monitor and deepen their understanding. • Reflect on reading logs to better understand their own stamina and pacing and the circumstances that best support their reading. • Ask questions to notice elements of poetry and determine the meanings of poems. • Use text features and the text itself to determine the main idea of a section and the central idea of the nonfiction text. • Reflect on learning in order to set goals and make plans for themselves in order to grow as readers • Define, discuss, and identify narrative writing and some common elements of personal narratives • Understand how pacing is an important narrative technique writers use to tell th
Instructional Plan	
Suggested Activities	Resources
Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.	Scavenger hunt sheets, genre reference sheet
Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build	Reading survey, reading log, independent reading books

reading stamina and work with small groups to share and discuss.	
Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.	Post-its, reader's notebook, independent reading books
Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.	Post-its, reader's notebook, independent reading books
Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Provide graphic organizers ● Extend time ● Reteach ● Small group instruction 	

Gifted and Talented

- Use higher level questioning
- Have students design questions
- Use choice board to extend learning
- Expand their reading bookshelf for a “variety of genres”

Basic Skills/Economically Disadvantaged

- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Leveled books at student’s independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student’s notebooks

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Unit 2: Fiction Unit Writing Personal Narratives	Duration: 45 days
Standards	

RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RL 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RL 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RL 6.7 Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L 6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.2b Spell correctly.

L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L 6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6.5a Interpret figures of speech (e.g., personification) in context.

L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or express

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W 6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W 6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.

W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W 6.3e Provide a conclusion that follows from the narrated experiences or events.

W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 6.9b Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Skills

1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Recognize the features of common types of fictional texts: fantasy, realistic and traditional literature (ex. folktales, fables, fairy tales, myths, etc.), and recognize the chronological text structure and techniques for showing passage of time
- Ask critical questions about texts, characters and themes to clarify thinking; discuss texts with partners, in small groups, or with whole class
- Create visual prompts such as sketching, mapping and view photographs to brainstorm memories, and to review important relationships and events that may inspire their writing.
Use of transition words and phrases show movement across time and convey event sequence.

Essential Questions

- How do the elements of fictional text affect each other?
- How do good readers analyze fiction to deepen understanding?
- How do writers use strategies to collect ideas that are meaningful to them when crafting their own stories?

- How do writers develop a plan for their writing?
- Define, discuss, and identify narrative writing and some common elements of personal narratives
- Understand how pacing is an important narrative technique writers use to tell their stories.
- Consider how to pace his or her story and determine where slowing down the moment would be an effective narrative technique

Evidence of Student Learning

<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> • You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose your favorite novel and write a short script for the actors. • Write a memoir from the point of view of a character from your independent reading novels and share with classmates. • Write a narrative as a script to be acted out and recorded • Create a scrapbook chronicling the events in a personal narrative you have read. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> • Summative unit assessment • Students will cite textual evidence from a cold read • Students will engage effectively in a range of collaborative discussions using a behavior checklist. <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment B</i> • <i>End of Novel assessments</i> <p>Alternative</p> <ul style="list-style-type: none"> • Stop & Jot Sentence Starters • Reader's Response Sentence Starters • Curriculum Based Assessments for fluency and/or comprehension • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • ReadWorks.org Reading Level Appropriate Comprehension Quiz
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	<ul style="list-style-type: none"> Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Recognize different types and structures of fiction (fantasy, traditional tales, and realistic) Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) Understand the narrative, chronological structure of fiction (beginning, middle, and end) Understand how to read a dramatic play differently from a narrative fiction text Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story Explain how writers develop the point of view of the narrator or speaker Ask questions to help clarify thinking and deepen understanding Use strategies before, during and after reading to enhance comprehension of texts Apply self-monitoring skills and strategies to determine the meaning of important vocabulary Identify a writer's tone and how it affects readers' emotional responses to a text Determine the themes of fiction stories Identify big ideas and supporting details within texts Compare texts in different forms that share similar themes and topics 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Identify elements of text structure, features of common types of fiction texts, draws inferences and cites evidence from the text through assessment and written response journals. Understand that fiction is often organized chronologically and will pay attention to time shift signals Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. Understand characters and consider how and why they change Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. Identify the setting influence on the characters and conflict when reading historical fiction Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme Compare and contrast two text structures, in terms of their approaches to similar topics and themes. Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources

<ul style="list-style-type: none"> • Deepen their understanding of author's purpose as it relates to the fiction genre 	
Instructional Plan	
Suggested Activities	Resources
Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book
Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readers-theater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	

This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Access to free reading comprehension and writing exercises.	www.readtheroy.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Provide graphic organizers • Allow extended time • Use sentence starters, prompting and cueing • Plan with teacher or strong student before beginning to write 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Allow extended time • Reteach • Small group instruction • Chunk text • Summarize as you go • Preview lesson, highlight key words • Use sentence starters, prompting and cueing 	

Gifted and Talented

- Utilize choice board to extend learning
- Expand their reading bookshelf for a “variety of genres”
- Expose to more sophisticated vocabulary
- Allow reader response extension

Special education Students

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Allow access to leveled books at student’s independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student’s notebooks

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print .

Unit 3: Nonfiction, Informational Writing	Duration: 45 days
Standards	
<p>RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL. 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use intensive pronouns (e.g., *myself*, *ourselves*).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Interdisciplinary Skills

L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print

8.1.8.B.1. Synthesize and publish information about a local or global issue or event and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.	
CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> Identify different types of nonfiction text (Literary, Reference and Biography), recognize and use text features to determine importance and deepen understanding, and identify key signal words and elements of nonfiction structures (Description, Compare and Contrast, Chronological, Problem/Solution, Cause and Effect). Use a variety of strategies to figure out meanings of unfamiliar words while reading, monitor for understanding, and use fix-up strategies to clear up confusion (reread, word parts, text features, etc.). Determine author's purpose, make inferences to identify big ideas, identify and evaluate arguments and claims, and synthesize ideas across multiple texts on the same subject. Demonstrate understanding of the organization, purpose and craft of feature article writing. 	<ul style="list-style-type: none"> How do nonfiction readers understand the types, features and structures of nonfiction? How can students self-monitor comprehension and use fix-up strategies when meaning breaks down? How do good readers analyze nonfiction to deepen understanding? How is a feature article different from other forms of information writing? How do nonfiction writers understand the types, features and structures of nonfiction? How do writers gather information and synthesize their research for the purpose of their writing?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notes Reading Journals Teacher Observation Classroom and partner discussion using rubrics

<p>Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features.</p>	<p>Summative</p> <ul style="list-style-type: none"> • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Summative Unit Assessment • <i>Linkit</i> Skills Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment</i> • <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Quick Writes • Anecdotal Notes • Daily Journal Writing Prompts
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of nonfiction, including reference, literary nonfiction, and biography • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during and after reading to monitor and deepen comprehension • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. • Identify common nonfiction features in order to navigate nonfiction text. • Use understanding of text structures to support comprehension of nonfiction text. • Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension. • Determine the meaning of unfamiliar words using a variety of strategies.

<ul style="list-style-type: none"> • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction 	<ul style="list-style-type: none"> • Identify and author's point of view and purpose in a nonfiction text. • Identify central idea and supporting details in a nonfiction text. • Monitor understanding of a text and use fix-up strategies when breaking down. • Read closely and paraphrase dense, complex text in order to build understanding. • Close read to identify factual information embedded in a story. • Identify signal words in order to support comprehension. • Examine the description text structure and identify signal words for this structure. • Trace the development of an argument in nonfiction text and evaluate the merits of its claims. • Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. • Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources • Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.
Instructional Plan	
Suggested Activities	Resources

Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	<u>Skyboys: How They Built the Empire State Building</u> by Deborah Hopkinson and "The Empire State Building" by Ed. Combs
Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Example: <u>Can We Save the Tiger?</u> , Excerpts from <i>Zoobooks</i>
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, magazine articles, Appendix: Nonfiction
Students will create goals for enhancing reading of non-fiction texts.	
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners	
<ul style="list-style-type: none"> • Use visuals and gestures 	

- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words

Basic Skills/Economically Disadvantaged

- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text, summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters, prompting and cuing
- Activate schema, build background knowledge
- Review games for reinforcement

Gifted and Talented

- Expose to more sophisticated vocabulary
- Allow reader response extension
- Allow to research topic of interest

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Access to audiobook
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

X	Civic Financial Responsibility		√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.8.B.1.	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Unit 4: NonFiction, Argumentative Writing	Duration: 45 days
Standards	
<p>RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	

RI 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- E. Provide a concluding statement or section that follows from the argument presented.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

W 6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Interdisciplinary Skills

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Use nonfiction text features and structures to build knowledge, take notes to keep track of research, and use comprehension strategies before, during and after reading. • Use inquiry strategies to pose clarifying questions, investigate hypotheses, and build enduring content understanding from books, articles, videos and websites. • Analyze and evaluate information from visual representations of science concepts (illustrations, diagrams, models, and data charts). • Clearly communicates information, both orally and in writing, and demonstrates content understanding to an audience. • Demonstrate understanding of the organization, purpose and craft of argumentative writing. 	<ul style="list-style-type: none"> • How can important facts be identified in researching and taking notes? • How can scientific information be gathered from a variety of sources and apply it to their scientific research? • How can readers of science interpret information from visual representations of concepts? • How can science research be communicated effectively to an audience? • How does a writer determine a point of view? • How do writers of argumentative essays support their opinions? • How do writers gather information to craft effective argumentative essays?

Evidence of Student Learning	
<p><i>Performance Tasks: Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notebook Checklist Rubric Stop and Jots Reading Journals Observational Checklist Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> Students will cite textual evidence from a cold read Mid-unit assessment Students will engage effectively in a range of collaborative discussions using a behavior checklist. Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH Reading Inventory</i> <i>Linkit Assessment C</i> <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> Reading Comprehension Questions Written Comprehension Responses Anecdotal Note Pages Reading Response Journals Rubric

	<ul style="list-style-type: none"> • Stop & Jot Sentence Starters • Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing • Infer an author's purpose or viewpoint • Determine important details in texts to summarize and notate key ideas and concepts • Construct questions, give reasons, and share findings • Analyze and interpret data, construct scientific explanations • Obtain, evaluate and communicate information and then synthesize information across texts and in various format 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Understand the context of and purpose for reading and learning in the content areas. • Learn how essential questions help them build critical thinking skills and an understanding of extreme weather • Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another • Analyze scientific research and identify evidence of global warming and techniques for data collection. • Comprehend complex information and processes of science by using sketching and diagrams to support thinking • Understand that individuals contribute to scientific progress • Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted

<ul style="list-style-type: none"> • Write and publish a public service announcement about their topic of study while researching and using facts to develop their points • Orally present their public service announcement with attention to purpose and audience • Use mentor text to gain an understanding of purpose and structure of an argument • Find thesis statements and evidence that supports the claims within mentor texts • Validate the credibility of sources and how personal experiences can strengthen a claim • Understand that quotes and descriptive language can strengthen the argument • Identify potential arguments by examining personal, local, and national topics • Select a topic that is defensible and can be researched • Gather facts to support argument • Evaluate both sides of an argument • Write a strong thesis • Write middle paragraphs using topic sentences and evidence along with a counterargument • Include a call-to-action in conclusion • Make sure wording is specific to topic • Cite sources • Proofread and edit peer's papers • Write a strong title • Share essay with peers • Reflect on the writing and its meaning as part of the student's growth as a writer. 	<ul style="list-style-type: none"> • Cites relevant textual evidence to support thinking about reading • Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather • Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement • Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing • Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. • Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. • Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
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Instructional Plan	
Suggested Activities	Resources
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages

Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Allow students to verbalize before they write ● Provide graphic organizers ● Use cloze paragraphs ● Build background knowledge 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> ● Chunk text ● Summarize as you go ● Preview lesson ● Use graphic organizers 	
Gifted and Talented <ul style="list-style-type: none"> ● Make use of pretesting ● Allow students to work ahead ● Provide choice board to extend learning ● Expose to more sophisticated vocab (Tier 3 vocab) ● Allow reader response extension ● Encourage higher order writing skills ● Provide higher level enriched text 	
<ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Guided reading groups to reinforce skills 	

- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Estell Manor School District

English Language Arts Curriculum Grade 7

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Introduction and review, Literature: Fiction, Narrative, Descriptive, Speculative Writing; Portfolio Development	September - November Approximately 45 days
Unit 2: Informational Reading: Nonfiction; Informative/Explanatory Writing; Portfolio Development	November-January Approximately 45 days
Unit 3: Informational Reading: Nonfiction; Persuasive Writing; Research-based Tasks; Portfolio Development	January-March Approximately 45 days
Unit 4: Literature and Informational Texts; Reading and Writing Poetry; Portfolio Development	April Approximately 20 days
Unit 5: Literature: Folktales, legends, Myths, Dramas; Reflective Writing/Portfolio Completion	May-June Approximately 25 days

Core materials:
The Giver, Lois Lowry
The Hunger Games, Susan Collins
 “Literature”, published by Holt McDougal 2012
 Various Novel (Fiction and Nonfiction) Sets
 NonFiction articles, essays and texts

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		X	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		X	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		X	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		X	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		X	CRP11. Use technology to enhance productivity.

	Career Preparation		X	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 1: Informational: Non-fiction; Informative/Explanatory Writing; Portfolio Development	Duration: 45 days
Standards	

	Key Ideas and Details
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact
	Craft and Structure
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Text Types and Purposes

W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying</p>

	a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
SL 7.2	Analyze the main ideas and supporting details

	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
	Presentation of Knowledge and Ideas
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and</p>

	dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
	Vocabulary Acquisition and Use
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). c. Consult general and specialized reference

	<p>materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary</p>
L7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
L7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Interdisciplinary Skills

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Fiction is an integral part in Language Arts Literacy ● Narrative Writing tells a story with the beginning, middle, and ending. ● Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary. ● Speculative Writing creates a story about a scenario given. ● Making predictions while reading is part of an active reading strategy to assist in comprehension. ● Understanding an author's purpose enhances student understanding of varied texts. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Author's style has many components that unify to create voice. ● and develop a piece to share with an audience. 	<ul style="list-style-type: none"> ● What are the important elements of fictional literature? ● What types of Fiction is available? ● What are the traits, format, and purpose of Narrative Writing? ● Descriptive Writing? ● Speculative Writing? ● How do authors present their points of view in literature? ● How do authors utilize the elements of literature to convey a universal truth or theme? ● How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? ● How do students demonstrate the command of the conventions of standard English when writing and speaking?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are in charge of helping a new student. Explain most important things about being a successful student in your classroom. Include the strategies you know that help you to be a better reader and those that help you to be a better writer.</p>	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Notebook Checklist Rubric ● Stop and Jots ● Reading Journals ● Observational Checklist ● Cite textual evidence from a cold read

<p>You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.</p>	<p>Summative</p> <ul style="list-style-type: none"> • Performance Task Rubric • Unit assessment • Published Narrative <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions as discussion • Written Comprehension Responses • Reading Response Journals
<p align="center">Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.</p>	<p>Scavenger hunt sheets, genre reference sheet</p>
<p>Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build reading stamina and work with small groups to share and discuss.</p>	<p>Reading survey, reading log, independent reading books</p>
<p>Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.</p>	<p>Post-its, reader's notebook, independent reading books</p>
<p>Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.</p>	<p>Post-its, reader's notebook, independent reading books</p>

Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners	
<ul style="list-style-type: none"> ● Provide graphic organizers ● Extend time ● Reteach ● Small group instruction 	
Gifted and Talented	
<ul style="list-style-type: none"> ● Use higher level questioning ● Have students design questions ● Use choice board to extend learning ● Expand their reading bookshelf for a “variety of genres” 	

Basic Skills/Economically Disadvantaged

- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

Unit 2: Informational Reading: Non-Fiction; Informative/Explanatory; Writing; Portfolio Development

Duration: 45 days

Standards	
	Key Ideas and Details
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes

W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented
	<p>Production and Distribution of Writing</p>

W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
	Presentation of Knowledge and Ideas
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier</p>
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	Knowledge of Language
L7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
	Vocabulary Acquisition and Use
L7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)</p>
L7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>

	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<p style="text-align: center;">Interdisciplinary Skills</p> <p>1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p> <p>1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.</p> <p>6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p style="text-align: center;">Technology</p> <p>8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p>	

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- **Non-fiction is an integral part in Language Arts Literacy**
- **Explanatory Writing explains a student's point-of-view a situation or scenario.**
- **Personal experience affects the reader's point of view.**
- **Reading informational texts requires different reading strategies.**
- **Explanatory writing has different applications and purposes.**
- **Explanatory/Expository paradigms can affect their reading and comprehension of nonfiction texts.**

Essential Questions

- **What are the characteristics of Non-Fiction?**
- **What types Non-Fiction is available?**
- **What are the traits, format, and purpose of Explanatory Writing?**
- **How is the reader's comprehension and interpretation of text affected by personal experiences?**
- **How do students utilize nonfiction strategies to comprehend informational text?**
- **How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts?**

<ul style="list-style-type: none"> Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. 	<ul style="list-style-type: none"> How are different Explanatory/Expository paradigms utilized to create effective writing?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose your favorite novel and write a short script for the actors. Write a memoir from the point of view of a character from your independent reading novels and share with classmates. Write a narrative as a script to be acted out and recorded Create a scrapbook chronicling the events in a personal narrative you have read. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notebook Checklist Rubric Stop and Jots Reading Journals Observational Checklist Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> Summative unit assessment Students will cite textual evidence from a cold read Students will engage effectively in a range of collaborative discussions using a behavior checklist. <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH Reading Inventory</i> <i>Linkit Assessment B</i> <i>End of Novel assessments</i> <p>Alternative</p> <ul style="list-style-type: none"> Stop & Jot Sentence Starters Reader's Response Sentence Starters Curriculum Based Assessments for fluency and/or comprehension

	<ul style="list-style-type: none"> • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Recognize different types and structures of fiction (fantasy, traditional tales, and realistic) • Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) • Understand the narrative, chronological structure of fiction (beginning, middle, and end) • Understand how to read a dramatic play differently from a narrative fiction text • Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story • Explain how writers develop the point of view of the narrator or speaker • Ask questions to help clarify thinking and deepen understanding • Use strategies before, during and after reading to enhance comprehension of texts • Apply self-monitoring skills and strategies to determine the meaning of important vocabulary 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Identify elements of text structure, features of common types of fiction texts, draws inferences and cites evidence from the text through assessment and written response journals. • Understand that fiction is often organized chronologically and will pay attention to time shift signals • Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. • Understand characters and consider how and why they change • Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. • Identify the setting influence on the characters and conflict when reading historical fiction • Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme

<ul style="list-style-type: none"> • Identify a writer's tone and how it affects readers' emotional responses to a text • Determine the themes of fiction stories • Identify big ideas and supporting details within texts • Compare texts in different forms that share similar themes and topics • Deepen their understanding of author's purpose as it relates to the fiction genre 	<ul style="list-style-type: none"> • Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources
Instructional Plan	
Suggested Activities	Resources
Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book
Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html

of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Access to free reading comprehension and writing exercises.	www.readtheroy.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> ● Provide graphic organizers ● Allow extended time ● Use sentence starters, prompting and cueing ● Plan with teacher or strong student before beginning to write 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> ● Allow extended time ● Reteach ● Small group instruction ● Chunk text 	

- Summarize as you go
- Preview lesson, highlight key words
- Use sentence starters, prompting and cueing

Gifted and Talented

- Utilize choice board to extend learning
- Expand their reading bookshelf for a “variety of genres”
- Expose to more sophisticated vocabulary
- Allow reader response extension

Special education Students

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Allow access to leveled books at student’s independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student’s notebooks

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print .

Unit 3: Informational Reading: Persuasive; Persuasive Writing, Research-Based Tasks; Portfolio Development

Duration: 45 days

Standards

	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions

	of others while avoiding plagiarism and following a standard format for citation.
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction</p>
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by</p>

	others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier</p>
L 7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives.</p> <p>b. Spell correctly.</p>
	Knowledge of Language
L7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>

	Vocabulary Acquisition and Use
L7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary</p>
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Non-fiction is an integral part in Language Arts Literacy. • Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend an opinion on a given topic. • Utilizing critical thinking skills successfully will affect the evaluation of information and the assessment of its reliability • Research-based tasks provide the opportunity for a student to gather, read, and analyze texts in order to create a knowledge base on a given subject. • Authors' points of view vary based on their purpose and audience. • Writers employ specific techniques to persuade readers. 	<ul style="list-style-type: none"> • What are the characteristics of Persuasive Non-Fiction? • What are the traits, format, and purpose of Persuasive Reading/Writing? • When presenting his position, how does and author develop his ideas to captivate and convince the reader that his position is viable? • What are the traits, format, and purpose of Research-based tasks? How do authors present their points of view in various forms of informational texts? • As a writer, how do you create and support an argument in writing or in speech? • How can readers compare and contrast various points of view?

<ul style="list-style-type: none"> • An author's style has many components that contribute to his/her voice. • Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected. • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. 	<ul style="list-style-type: none"> • How does your recognition of fact and opinion affect your understanding of the text? • What are the various forms of persuasive writing and other mediums?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> • You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Notes • Reading Journals • Teacher Observation • Classroom and partner discussion using rubrics <p>Summative</p> <ul style="list-style-type: none"> • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Summative Unit Assessment • <i>Linkit</i> Skills Assessments <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment</i> • <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Quick Writes • Anecdotal Notes • Daily Journal Writing Prompts

Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of nonfiction, including reference, literary nonfiction, and biography • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during and after reading to monitor and deepen comprehension • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. • Identify common nonfiction features in order to navigate nonfiction text. • Use understanding of text structures to support comprehension of nonfiction text. • Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension. • Determine the meaning of unfamiliar words using a variety of strategies. • Identify and author's point of view and purpose in a nonfiction text. • Identify central idea and supporting details in a nonfiction text. • Monitor understanding of a text and use fix-up strategies when breaking down. • Read closely and paraphrase dense, complex text in order to build understanding. • Close read to identify factual information embedded in a story. • Identify signal words in order to support comprehension. • Examine the description text structure and identify signal words for this structure. • Trace the development of an argument in nonfiction text and evaluate the merits of its claims.

	<ul style="list-style-type: none"> • Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. • Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources • Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.
Instructional Plan	
Suggested Activities	Resources
Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	<u>Skyboys: How They Built the Empire State Building</u> by Deborah Hopkinson and "The Empire State Building" by Ed. Combs
Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Example: <u>Can We Save the Tiger?</u> , Excerpts from <u>Zoobooks</u>
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, magazine articles, Appendix: Nonfiction

Students will create goals for enhancing reading of non-fiction texts.	
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Use visuals and gestures • Chunk text • Summarize as you go • Preview lesson • Highlight key words 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Pre-teach vocabulary • Use visuals and gestures • Chunk text, summarize as you go • Preview lesson • Highlight key words • Use sentence starters, prompting and cuing • Activate schema, build background knowledge 	

<ul style="list-style-type: none"> • Review games for reinforcement
Gifted and Talented <ul style="list-style-type: none"> • Expose to more sophisticated vocabulary • Allow reader response extension • Allow to research topic of interest
Special Education <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Access to audiobook • Guided reading groups to reinforce skills • Leveled books at student's independent levels

Unit 4 will address the following 21st Century Life and Careers skills:			
Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1.Act as a responsible and contributing citizen and employee.

	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.

X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.8.B.1.	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Unit 4: Literature and Informational: Reading and Writing, Poetry, Portfolio Development		Duration: 25 days
Standards		
	Key Ideas and Details	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
RL.7.3	Analyze how particular elements of a story or drama interact	
	Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds	
RL. 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	

	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	Integration of Knowledge and Ideas

RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	Text Types and Purposes
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

	<p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume,. examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English

L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier</p>
L 7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives. b. Spell correctly.</p>
	Knowledge of Language
L7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
	Vocabulary Acquisition and Use
L7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)</p>
L7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
L7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p style="text-align: center;">Interdisciplinary Skills</p> <p>MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.</p>	

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Students will understand that...

- **Fiction and Non-fiction are integral parts in Language Arts Literacy**
- **Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend their opinion on a given topic.**

Essential Questions

- **What are the characteristics of Fiction?**
- **What are the characteristics of Non-Fiction?**
- **What types of Fiction and Non-Fiction are available?**
- **What are the traits, format, and purpose of Speculative, Explanatory, Narrative, Informative, and Persuasive Writing?**

<ul style="list-style-type: none"> • Narrative Writing tells a story with the beginning, middle, and ending. • Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary. • Speculative Writing creates a story about a scenario given • Open-ended responses answers a question based on support from a source(s). • Making predictions while reading is part of an active reading strategy to assist in comprehension. • Understanding an author's purpose enhances student understanding of varied texts. • Writing is a recursive process, and writers draw on real-life experiences for inspiration. • Author's style has many components that unify to create voice. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. • Authors' points of view vary based on their purpose and audience. • Writers employ specific techniques to persuade readers. • An author's style has many components that contribute to his/her voice. • Arguments must be supported by facts, examples, and other evidence. • Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected. • It is important to differentiate between fact and opinion. • Persuasion comes in various forms. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. 	<ul style="list-style-type: none"> • What are the traits, format, and purpose of Open-ended Responses? What are the important elements of fictional literature? • How do authors present their points of view in literature? • How do authors utilize the elements of literature to convey a universal truth or theme? • How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative? • How is the reader's comprehension and interpretation of text affected by personal experiences? • How do students utilize nonfiction strategies to comprehend informational text? • How can students recognize Explanatory/Expository paradigms in nonfiction/Informational texts? • How are different Explanatory/Expository paradigms utilized to create effective writing? • How does an author use elements of poetry to create varied poetic forms? • How do poetic forms vary according to author's tone and purpose? • How does figurative language enhance an emotional response from an audience? • How do students demonstrate the command of the conventions of Standard English when writing and speaking?
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<ul style="list-style-type: none"> • Elements of poetry create varied poetic forms • Author's tone and purpose will clarify understanding of a poem • Figurative language allows authors to develop emotional responses within audiences. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening 	
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> • You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. • You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. • You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. 	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment C</i> • <i>ReadyGen Benchmark</i> <p>Alternative</p>

<ul style="list-style-type: none"> You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product. 	<ul style="list-style-type: none"> Reading Comprehension Questions Written Comprehension Responses Anecdotal Note Pages Reading Response Journals Rubric Stop & Jot Sentence Starters Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles Use knowledge of genre, text structure, and text features to support understanding Use comprehension strategies before, during, and after reading to monitor and deepen comprehension Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing Infer an author's purpose or viewpoint Determine important details in texts to summarize and notate key ideas and concepts Construct questions, give reasons, and share findings 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Understand the context of and purpose for reading and learning in the content areas. Learn how essential questions help them build critical thinking skills and an understanding of extreme weather Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another Analyze scientific research and identify evidence of global warming and techniques for data collection. Comprehend complex information and processes of science by using sketching and diagrams to support thinking Understand that individuals contribute to scientific progress

<ul style="list-style-type: none"> ● Analyze and interpret data, construct scientific explanations ● Obtain, evaluate and communicate information and then synthesize information across texts and in various format ● Write and publish a public service announcement about their topic of study while researching and using facts to develop their points ● Orally present their public service announcement with attention to purpose and audience ● Use mentor text to gain an understanding of purpose and structure of an argument ● Find thesis statements and evidence that supports the claims within mentor texts ● Validate the credibility of sources and how personal experiences can strengthen a claim ● Understand that quotes and descriptive language can strengthen the argument ● Identify potential arguments by examining personal, local, and national topics ● Select a topic that is defensible and can be researched ● Gather facts to support argument ● Evaluate both sides of an argument ● Write a strong thesis ● Write middle paragraphs using topic sentences and evidence along with a counterargument ● Include a call-to-action in conclusion ● Make sure wording is specific to topic ● Cite sources ● Proofread and edit peer's papers 	<ul style="list-style-type: none"> ● Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted ● Cites relevant textual evidence to support thinking about reading ● Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather ● Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement ● Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing ● Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. ● Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. ● Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
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<ul style="list-style-type: none"> • Write a strong title • Share essay with peers • Reflect on the writing and its meaning as part of the student's growth as a writer. 	
Instructional Plan	
Suggested Activities	Resources
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	

This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Allow students to verbalize before they write • Provide graphic organizers • Use cloze paragraphs • Build background knowledge 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Chunk text • Summarize as you go • Preview lesson • Use graphic organizers 	

Gifted and Talented

- Make use of pretesting
- Allow students to work ahead
- Provide choice board to extend learning
- Expose to more sophisticated vocab (Tier 3 vocab)
- Allow reader response extension
- Encourage higher order writing skills
- Provide higher level enriched text

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Unit 5: Literature: Folktales, Legends, Myths, Dramas and Reflective Writing/Portfolio Completion**Duration:** 20 days**Standards**

RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact
	Craft and Structure
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL. 7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	Integration of Knowledge and Ideas
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Key Ideas and Details
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	Craft and Structure

RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	Production and Distribution of Writing
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	Research to Build and Present Knowledge
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	Range of Writing
W.7.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter

	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Comprehension and Collaboration
SL 7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comment with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
SL 7.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study</p>

SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	Presentation of Knowledge and Ideas
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations.
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Conventions of Standard English
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.

	Knowledge of Language
L7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
	Vocabulary Acquisition and Use
L7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)</p>
L7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

	<p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • By using analytical skills and comparing the dramatic adaption to original source, a deeper understanding and appreciation of the genre will result. • By employing higher level critical thinking skills, valuable connections/similarities exist that transcend time and place. • By using a student writing portfolio, a student can see the writing process in publication. • Reflection is a way to measure growth. • Myths, legends, folk talks, and drama each have distinct characteristics. • Oral tradition is woven through the development of various genres. • Drama utilizes unique format different from other genres. • Literary analysis requires critical thinking skills to evaluate a piece of literature. • Writers use the knowledge of language and its convention when writing, speaking, reading, and listening. 	<ul style="list-style-type: none"> • What are the characteristics of Drama? Folktales? Legends? Myths? • How do authors of folk tales and legends use elements of fiction to reveal timeless and universal themes? • How do playwrights utilize various historical references and other sources to create drama? • How does the portfolio reflect a student's progression in writing from September through June? • How can students compare and contrast literary genres? • How do students develop an understanding of history through oral tradition? • How are the elements of drama different from other genres? • How will students use the writing process to analyze literary works?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments Formative <ul style="list-style-type: none"> • Notebook Checklist Rubric

<ul style="list-style-type: none"> You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product. 	<ul style="list-style-type: none"> Stop and Jots Reading Journals Observational Checklist Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> Students will cite textual evidence from a cold read Mid-unit assessment Students will engage effectively in a range of collaborative discussions using a behavior checklist. Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH Reading Inventory</i> <i>Linkit Assessment C</i> <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> Reading Comprehension Questions Written Comprehension Responses Anecdotal Note Pages Reading Response Journals Rubric Stop & Jot Sentence Starters Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills

<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension ● Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing ● Infer an author's purpose or viewpoint ● Determine important details in texts to summarize and notate key ideas and concepts ● Construct questions, give reasons, and share findings ● Analyze and interpret data, construct scientific explanations ● Obtain, evaluate and communicate information and then synthesize information across texts and in various format ● Write and publish a public service announcement about their topic of study while researching and using facts to develop their points ● Orally present their public service announcement with attention to purpose and audience ● Use mentor text to gain an understanding of purpose and structure of an argument 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Understand the context of and purpose for reading and learning in the content areas. ● Learn how essential questions help them build critical thinking skills and an understanding of extreme weather ● Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another ● Analyze scientific research and identify evidence of global warming and techniques for data collection. ● Comprehend complex information and processes of science by using sketching and diagrams to support thinking ● Understand that individuals contribute to scientific progress ● Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted ● Cites relevant textual evidence to support thinking about reading ● Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather
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<ul style="list-style-type: none"> ● Find thesis statements and evidence that supports the claims within mentor texts ● Validate the credibility of sources and how personal experiences can strengthen a claim ● Understand that quotes and descriptive language can strengthen the argument ● Identify potential arguments by examining personal, local, and national topics ● Select a topic that is defensible and can be researched ● Gather facts to support argument ● Evaluate both sides of an argument ● Write a strong thesis ● Write middle paragraphs using topic sentences and evidence along with a counterargument ● Include a call-to-action in conclusion ● Make sure wording is specific to topic ● Cite sources ● Proofread and edit peer's papers ● Write a strong title ● Share essay with peers ● Reflect on the writing and its meaning as part of the student's growth as a writer. 	<ul style="list-style-type: none"> ● Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement ● Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing ● Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. ● Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. ● Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
Instructional Plan	
Suggested Activities	Resources

Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners	

- Allow students to verbalize before they write
- Provide graphic organizers
- Use cloze paragraphs
- Build background knowledge

Basic Skills/Economically Disadvantaged

- Chunk text
- Summarize as you go
- Preview lesson
- Use graphic organizers

Gifted and Talented

- Make use of pretesting
- Allow students to work ahead
- Provide choice board to extend learning
- Expose to more sophisticated vocab (Tier 3 vocab)
- Allow reader response extension
- Encourage higher order writing skills
- Provide higher level enriched text

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Estell Manor School District

English Language Arts Curriculum Grade 8

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Suggested Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Introduction and review, Literature: Fiction, Narrative, Descriptive, Speculative Writing; Portfolio Development	September, October, November Approximately 45 days
Unit 2: Informational Reading: Nonfiction; Informative/Explanatory Writing; Portfolio Development	November-January Approximately 45 days
Unit 3: Informational Reading: Nonfiction; Persuasive Writing; Research-based Tasks; Portfolio Development	February-March Approximately 45 days
Unit 4: Literature and Informational Texts; Poetry; Portfolio Development	April Approximately 20 days
Unit 5: Literature and Drama Fiction, Literary Analysis; Reflective Writing/Portfolio Completion	May-June Approximately 25 days

Core materials:
The Outsiders, S.E. Hinton
I Have Lived a Thousand Years, Livia Bitton-Jackson
 “Literature”, published by Holt McDougal 2012
 Various Novel (Fiction and Nonfiction) Sets
 NonFiction articles, essays and texts

Unit 1 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		X	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management		X	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		X	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		X	CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		X	CRP11. Use technology to enhance productivity.

	Career Preparation		X	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 1:		Duration: 45 days
Standards		
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from a text.	
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.	

RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
W.8.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.9a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “ Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new ”).
W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making , track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas . d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented .
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation .
SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.8.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<p style="text-align: center;">Interdisciplinary Skills</p> <p>6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p style="text-align: center;">Technology</p> <p>8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p style="text-align: center;">21st Century Life and Career</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none">• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.• Identify reading interests, reading habits and patterns, self-select appropriate texts, and determine reading goals.• Use thinking, writing and talking to support comprehension before, during and after reading (stop and think, turn and talk, stop and jot, stop and write), effectively use tools to support reading (sticky notes, reading notebook, reading log, etc.), and participate in partnership, small group and whole class conversations about texts.• Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds.• Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others.	<ul style="list-style-type: none">• What do effective readers do?• How do students identify themselves as readers?• How do I express myself clearly to others?• What do effective writers do?• How do students identify themselves as writers?• How do writers express themselves clearly to others?

<ul style="list-style-type: none"> • Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience. 	
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are in charge of helping a new student. Explain most important things about being a successful student in your classroom. Include the strategies you know that help you to be a better reader and those that help you to be a better writer.</p> <p>You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Cite textual evidence from a cold read <p>Summative</p> <ul style="list-style-type: none"> • Performance Task Rubric • Unit assessment • Published Narrative <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH</i> Reading Inventory <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions as discussion • Written Comprehension Responses • Reading Response Journals
Instructional Plan	

Suggested Activities	Resources
Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.	Scavenger hunt sheets, genre reference sheet
Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build reading stamina and work with small groups to share and discuss.	Reading survey, reading log, independent reading books
Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.	Post-its, reader's notebook, independent reading books
Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.	Post-its, reader's notebook, independent reading books
Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com

Suggested Options for Differentiation	
English Language Learners	<ul style="list-style-type: none"> • Provide graphic organizers • Extend time • Reteach • Small group instruction
Gifted and Talented	<ul style="list-style-type: none"> • Use higher level questioning • Have students design questions • Use choice board to extend learning • Expand their reading bookshelf for a “variety of genres”
Basic Skills/Economically Disadvantaged	<ul style="list-style-type: none"> • Provide graphic organizers • Allow extended time • Reteach • Small group instruction • Provide extra time
Special Education	<ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Guided reading groups to reinforce skills

- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Unit 2 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting			CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		√	CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

**Unit 2: Informational Reading: Non-Fiction;
Informative/Explanatory; Portfolio Development
Writing Personal Narratives**

Duration: 45 days

Standards

RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

READING: INFORMATIONAL TEXT—Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: INFORMATIONAL TEXT—Range of Reading and Level of Complexity

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

WRITING—Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WRITING—Research to Build and Present Knowledge

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

WRITING—Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SPEAKING AND LISTENING—Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SPEAKING AND LISTENING—Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE—Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

LANGUAGE—Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LANGUAGE—Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> Recognize the features of common types of fictional texts: fantasy, realistic and traditional literature (ex. folktales, fables, fairy tales, myths, etc.), and recognize the chronological text structure and techniques for showing passage of time Ask critical questions about texts, characters and themes to clarify thinking; discuss texts with partners, in small groups, or with whole class Create visual prompts such as sketching, mapping and view photographs to brainstorm memories, and to review important relationships and events that may inspire their writing. Use of transition words and phrases show movement across time and convey event sequence. 	<ul style="list-style-type: none"> How do the elements of fictional text affect each other? How do good readers analyze fiction to deepen understanding? How do writers use strategies to collect ideas that are meaningful to them when crafting their own stories? How do writers develop a plan for their writing? Define, discuss, and identify narrative writing and some common elements of personal narratives Understand how pacing is an important narrative technique writers use to tell their stories. Consider how to pace his or her story and determine where slowing down the moment would be an effective narrative technique
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notebook Checklist Rubric Stop and Jots Reading Journals Observational Checklist

<p>your favorite novel and write a short script for the actors.</p> <ul style="list-style-type: none"> • Write a memoir from the point of view of a character from your independent reading novels and share with classmates. • Write a narrative as a script to be acted out and recorded • Create a scrapbook chronicling the events in a personal narrative you have read. 	<ul style="list-style-type: none"> • Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> • Summative unit assessment • Students will cite textual evidence from a cold read • Students will engage effectively in a range of collaborative discussions using a behavior checklist. <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment B</i> • <i>End of Novel assessments</i> <p>Alternative</p> <ul style="list-style-type: none"> • Stop & Jot Sentence Starters • Reader's Response Sentence Starters • Curriculum Based Assessments for fluency and/or comprehension • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments
Knowledge and Skills	
Content	Skills
<i>Students will...</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> ● Recognize different types and structures of fiction (fantasy, traditional tales, and realistic) ● Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) ● Understand the narrative, chronological structure of fiction (beginning, middle, and end) ● Understand how to read a dramatic play differently from a narrative fiction text ● Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story ● Explain how writers develop the point of view of the narrator or speaker ● Ask questions to help clarify thinking and deepen understanding ● Use strategies before, during and after reading to enhance comprehension of texts ● Apply self-monitoring skills and strategies to determine the meaning of important vocabulary ● Identify a writer's tone and how it affects readers' emotional responses to a text ● Determine the themes of fiction stories ● Identify big ideas and supporting details within texts ● Compare texts in different forms that share similar themes and topics ● Deepen their understanding of author's purpose as it relates to the fiction genre 	<ul style="list-style-type: none"> ● Identify elements of text structure, features of common types of fiction texts, draws inferences and cites evidence from the text through assessment and written response journals. ● Understand that fiction is often organized chronologically and will pay attention to time shift signals ● Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. ● Understand characters and consider how and why they change ● Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. ● Identify the setting influence on the characters and conflict when reading historical fiction ● Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme ● Compare and contrast two text structures, in terms of their approaches to similar topics and themes. ● Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources
Instructional Plan	
Suggested Activities	Resources

Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book
Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages

Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Access to free reading comprehension and writing exercises.	www.readtheroy.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Provide graphic organizers • Allow extended time • Use sentence starters, prompting and cueing • Plan with teacher or strong student before beginning to write 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Allow extended time • Reteach • Small group instruction • Chunk text • Summarize as you go • Preview lesson, highlight key words • Use sentence starters, prompting and cueing 	
Gifted and Talented <ul style="list-style-type: none"> • Utilize choice board to extend learning • Expand their reading bookshelf for a “variety of genres” • Expose to more sophisticated vocabulary 	

- Allow reader response extension

Special education Students

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Guided reading groups to reinforce skills
- Allow access to leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Unit 3 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	√	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.

	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print .

Unit 3: Informational Reading: Non-Fiction; Persuasive Writing, Research-Based Tasks; Portfolio Development	Duration: 45 days
Standards	
<p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p style="text-align: center;">READING: INFORMATIONAL TEXT—Craft and Structure</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

WRITING—Text Types and Purposes

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

WRITING—Production and Distribution of Writing

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

WRITING—Research to Build and Present Knowledge

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Writing—Range of Writing

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

SPEAKING AND LISTENING—Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SPEAKING AND LISTENING—Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE—Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

LANGUAGE—Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LANGUAGE—Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print

8.1.8.B.1. Synthesize and publish information about a local or global issue or event and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> Identify different types of nonfiction text (Literary, Reference and Biography), recognize and use text features to determine importance and deepen understanding, and identify key signal words and elements of nonfiction structures (Description, Compare and Contrast, Chronological, Problem/Solution, Cause and Effect). Use a variety of strategies to figure out meanings of unfamiliar words while reading, monitor for understanding, and use fix-up strategies to clear up confusion (reread, word parts, text features, etc.). Determine author's purpose, make inferences to identify big ideas, identify and evaluate arguments and claims, and synthesize ideas across multiple texts on the same subject. Demonstrate understanding of the organization, purpose and craft of feature article writing. 	<ul style="list-style-type: none"> How do nonfiction readers understand the types, features and structures of nonfiction? How can students self-monitor comprehension and use fix-up strategies when meaning breaks down? How do good readers analyze nonfiction to deepen understanding? How is a feature article different from other forms of information writing? How do nonfiction writers understand the types, features and structures of nonfiction? How do writers gather information and synthesize their research for the purpose of their writing?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p>	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notes

<ul style="list-style-type: none"> You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features. 	<ul style="list-style-type: none"> Reading Journals Teacher Observation Classroom and partner discussion using rubrics <p>Summative</p> <ul style="list-style-type: none"> Students will cite textual evidence from a cold read Mid-unit assessment Students will engage effectively in a range of collaborative discussions using a behavior checklist. Summative Unit Assessment <i>Linkit Skills Assessments</i> <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH Reading Inventory</i> <i>Linkit Assessment</i> <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> Reading Comprehension Questions Quick Writes Anecdotal Notes Daily Journal Writing Prompts
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> Read a variety of types of nonfiction, including reference, literary nonfiction, and biography Use knowledge of genre, text structure, and text features to support understanding Use comprehension strategies before, during and after reading to monitor and deepen comprehension 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. Identify common nonfiction features in order to navigate nonfiction text. Use understanding of text structures to support comprehension of nonfiction text. Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension.

<ul style="list-style-type: none"> • Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading • Use textual evidence to support thinking about nonfiction reading in both conversation and writing • Infer an author's purpose or viewpoint • Summarize and synthesize information to determine important ideas • Analyze the impact of the author's language choices on the meaning and tone of the text • Analyze and evaluate arguments presented in nonfiction texts • Synthesize and compare information across texts and in various formats • Determine and pursue meaningful goals for enhancing the reading of nonfiction 	<ul style="list-style-type: none"> • Determine the meaning of unfamiliar words using a variety of strategies. • Identify and author's point of view and purpose in a nonfiction text. • Identify central idea and supporting details in a nonfiction text. • Monitor understanding of a text and use fix-up strategies when breaking down. • Read closely and paraphrase dense, complex text in order to build understanding. • Close read to identify factual information embedded in a story. • Identify signal words in order to support comprehension. • Examine the description text structure and identify signal words for this structure. • Trace the development of an argument in nonfiction text and evaluate the merits of its claims. • Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. • Compare and contrast two text structures, in terms of their approaches to similar topics and themes. • Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources • Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.
<p style="text-align: center;">Instructional Plan</p>	

Suggested Activities	Resources
Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	<u>Skyboys: How They Built the Empire State Building</u> by Deborah Hopkinson and "The Empire State Building" by Ed. Combs
Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Example: <u>Can We Save the Tiger?</u> , Excerpts from <u>Zoobooks</u>
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, magazine articles, Appendix: Nonfiction
Students will create goals for enhancing reading of non-fiction texts.	
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Suggested Options for Differentiation	

English Language Learners

- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words

Basic Skills/Economically Disadvantaged

- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text, summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters, prompting and cuing
- Activate schema, build background knowledge
- Review games for reinforcement

Gifted and Talented

- Expose to more sophisticated vocabulary
- Allow reader response extension
- Allow to research topic of interest

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Access to audiobook
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels

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Unit 4 will address the following 21st Century Life and Careers skills:				
Check all that apply 21st Century Themes			Career Ready Practices	
9.1	Personal Financial Literacy			CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		√	CRP2. Apply appropriate academic and technical skills.
	Money Management			CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing			CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer	√	CRP6. Demonstrate creativity and innovation.
X	Civic Financial Responsibility	√	CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration	√	CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.5.A.3.	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1.	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1.	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2.	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.8.B.1.	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Unit 4: NonFiction, Argumentative Writing	Duration: 25 days
<p style="text-align: center;">Standards</p> <p>READING: INFORMATIONAL TEXT– Key Ideas and Details</p> <p>RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

READING: INFORMATIONAL TEXT – Craft and Structure

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

READING: INFORMATIONAL TEXT—Integration of Knowledge and Ideas

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: INFORMATIONAL TEXT—Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

READING: LITERATURE—Key Ideas and Details

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

READING: LITERATURE—Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

READING: LITERATURE—Integration of Knowledge and Ideas

RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

SPEAKING AND LISTENING—Comprehension and Collaboration

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.3. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SPEAKING AND LISTENING—Presentation and Knowledge of Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE—Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

LANGUAGE—Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LANGUAGE—Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.5. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.6. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Skills

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
Essential Understandings	Essential Questions
<ul style="list-style-type: none"> • Use nonfiction text features and structures to build knowledge, take notes to keep track of research, and use comprehension strategies before, during and after reading. • Use inquiry strategies to pose clarifying questions, investigate hypotheses, and build enduring content understanding from books, articles, videos and websites. • Analyze and evaluate information from visual representations of science concepts (illustrations, diagrams, models, and data charts). • Clearly communicates information, both orally and in writing, and demonstrates content understanding to an audience. • Demonstrate understanding of the organization, purpose and craft of argumentative writing. 	<ul style="list-style-type: none"> • How can important facts be identified in researching and taking notes? • How can scientific information be gathered from a variety of sources and apply it to their scientific research? • How can readers of science interpret information from visual representations of concepts? • How can science research be communicated effectively to an audience? • How does a writer determine a point of view? • How do writers of argumentative essays support their opinions? • How do writers gather information to craft effective argumentative essays?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Formative Other Assessments

<ul style="list-style-type: none"> • You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. • You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. • You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. • You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product. 	<ul style="list-style-type: none"> • Notebook Checklist Rubric • Stop and Jots • Reading Journals • Observational Checklist • Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> • Students will cite textual evidence from a cold read • Mid-unit assessment • Students will engage effectively in a range of collaborative discussions using a behavior checklist. • Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> • <i>HMH Reading Inventory</i> • <i>Linkit Assessment C</i> • <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> • Reading Comprehension Questions • Written Comprehension Responses • Anecdotal Note Pages • Reading Response Journals • Rubric • Stop & Jot Sentence Starters • Reader's Response Sentence Starters
<p align="center">Knowledge and Skills</p>	

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles ● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension ● Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing ● Infer an author's purpose or viewpoint ● Determine important details in texts to summarize and notate key ideas and concepts ● Construct questions, give reasons, and share findings ● Analyze and interpret data, construct scientific explanations ● Obtain, evaluate and communicate information and then synthesize information across texts and in various format ● Write and publish a public service announcement about their topic of study while researching and using facts to develop their points ● Orally present their public service announcement with attention to purpose and audience ● Use mentor text to gain an understanding of purpose and structure of an argument 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Understand the context of and purpose for reading and learning in the content areas. ● Learn how essential questions help them build critical thinking skills and an understanding of extreme weather ● Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another ● Analyze scientific research and identify evidence of global warming and techniques for data collection. ● Comprehend complex information and processes of science by using sketching and diagrams to support thinking ● Understand that individuals contribute to scientific progress ● Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted ● Cites relevant textual evidence to support thinking about reading ● Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather

<ul style="list-style-type: none"> ● Find thesis statements and evidence that supports the claims within mentor texts ● Validate the credibility of sources and how personal experiences can strengthen a claim ● Understand that quotes and descriptive language can strengthen the argument ● Identify potential arguments by examining personal, local, and national topics ● Select a topic that is defensible and can be researched ● Gather facts to support argument ● Evaluate both sides of an argument ● Write a strong thesis ● Write middle paragraphs using topic sentences and evidence along with a counterargument ● Include a call-to-action in conclusion ● Make sure wording is specific to topic ● Cite sources ● Proofread and edit peer's papers ● Write a strong title ● Share essay with peers ● Reflect on the writing and its meaning as part of the student's growth as a writer. 	<ul style="list-style-type: none"> ● Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement ● Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing ● Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. ● Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. ● Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
Instructional Plan	
Suggested Activities	Resources

Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners	

- Allow students to verbalize before they write
- Provide graphic organizers
- Use cloze paragraphs
- Build background knowledge

Basic Skills/Economically Disadvantaged

- Chunk text
- Summarize as you go
- Preview lesson
- Use graphic organizers

Gifted and Talented

- Make use of pretesting
- Allow students to work ahead
- Provide choice board to extend learning
- Expose to more sophisticated vocab (Tier 3 vocab)
- Allow reader response extension
- Encourage higher order writing skills
- Provide higher level enriched text
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Unit 5: Literature and Drama	Duration: 20 days
<p style="text-align: center;">Standards</p> <p>READING: LITERATURE— Key Ideas and Details</p> <p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>READING: LITERATURE – Craft and Structure</p> <p>RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>READING: LITERATURE—Integration of Knowledge and Ideas</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p>SPEAKING AND LISTENING—Comprehension and Collaboration</p>	

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.3. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SPEAKING AND LISTENING—Presentation and Knowledge of Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE—Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Form and use verbs in the active and passive voice.

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Recognize and correct inappropriate shifts in verb voice and mood.*

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

Use an ellipsis to indicate an omission.

Spell correctly.

LANGUAGE—Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

LANGUAGE—Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

L.8.5. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.8.6. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9.1 21st-Century Life & Career Skills

9.3 Career Awareness, Exploration, and Preparation All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

8.1 Educational Technology

8.2 Technology Education, Engineering, and Design All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment

Interdisciplinary Skills

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21st Century Life and Career

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Use nonfiction text features and structures to build knowledge, take notes to keep track of research, and use comprehension strategies before, during and after reading.
- Use inquiry strategies to pose clarifying questions, investigate hypotheses, and build enduring content understanding from books, articles, videos and websites.
- Analyze and evaluate information from visual representations of science concepts (illustrations, diagrams, models, and data charts).
- Clearly communicates information, both orally and in writing, and demonstrates content understanding to an audience.
- Demonstrate understanding of the organization, purpose and craft of argumentative writing.

Essential Questions

- How can important facts be identified in researching and taking notes?
- How can scientific information be gathered from a variety of sources and apply it to their scientific research?
- How can readers of science interpret information from visual representations of concepts?
- How can science research be communicated effectively to an audience?
- How does a writer determine a point of view?
- How do writers of argumentative essays support their opinions?
- How do writers gather information to craft effective argumentative essays?

Evidence of Student Learning	
<p><i>Performance Tasks: Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ul style="list-style-type: none"> You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information. You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu. You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product. 	<p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> Notebook Checklist Rubric Stop and Jots Reading Journals Observational Checklist Classroom and partner discussion using rubric <p>Summative</p> <ul style="list-style-type: none"> Students will cite textual evidence from a cold read Mid-unit assessment Students will engage effectively in a range of collaborative discussions using a behavior checklist. Unit assessment <p>Benchmark</p> <ul style="list-style-type: none"> <i>HMH Reading Inventory</i> <i>Linkit Assessment C</i> <i>ReadyGen Benchmark</i> <p>Alternative</p> <ul style="list-style-type: none"> Reading Comprehension Questions Written Comprehension Responses Anecdotal Note Pages Reading Response Journals Rubric

	<ul style="list-style-type: none"> • Stop & Jot Sentence Starters • Reader's Response Sentence Starters
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles • Use knowledge of genre, text structure, and text features to support understanding • Use comprehension strategies before, during, and after reading to monitor and deepen comprehension • Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing • Infer an author's purpose or viewpoint • Determine important details in texts to summarize and notate key ideas and concepts • Construct questions, give reasons, and share findings • Analyze and interpret data, construct scientific explanations • Obtain, evaluate and communicate information and then synthesize information across texts and in various format 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Understand the context of and purpose for reading and learning in the content areas. • Learn how essential questions help them build critical thinking skills and an understanding of extreme weather • Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another • Analyze scientific research and identify evidence of global warming and techniques for data collection. • Comprehend complex information and processes of science by using sketching and diagrams to support thinking • Understand that individuals contribute to scientific progress • Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted

<ul style="list-style-type: none"> • Write and publish a public service announcement about their topic of study while researching and using facts to develop their points • Orally present their public service announcement with attention to purpose and audience • Use mentor text to gain an understanding of purpose and structure of an argument • Find thesis statements and evidence that supports the claims within mentor texts • Validate the credibility of sources and how personal experiences can strengthen a claim • Understand that quotes and descriptive language can strengthen the argument • Identify potential arguments by examining personal, local, and national topics • Select a topic that is defensible and can be researched • Gather facts to support argument • Evaluate both sides of an argument • Write a strong thesis • Write middle paragraphs using topic sentences and evidence along with a counterargument • Include a call-to-action in conclusion • Make sure wording is specific to topic • Cite sources • Proofread and edit peer's papers • Write a strong title • Share essay with peers • Reflect on the writing and its meaning as part of the student's growth as a writer. 	<ul style="list-style-type: none"> • Cites relevant textual evidence to support thinking about reading • Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather • Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement • Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing • Use the story Feathers and Fools by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson(or two other text) to identify the thesis statements and supportive evidence that is provided to support the claims. • Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. • Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
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Instructional Plan	
Suggested Activities	Resources
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer's notebook.	Writer's notebook, current event
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages

Free and paid printables, lesson plans, and activities	www.education.com
Suggested Options for Differentiation	
English Language Learners <ul style="list-style-type: none"> • Allow students to verbalize before they write • Provide graphic organizers • Use cloze paragraphs • Build background knowledge 	
Basic Skills/Economically Disadvantaged <ul style="list-style-type: none"> • Chunk text • Summarize as you go • Preview lesson • Use graphic organizers 	
Gifted and Talented <ul style="list-style-type: none"> • Make use of pretesting • Allow students to work ahead • Provide choice board to extend learning • Expose to more sophisticated vocab (Tier 3 vocab) • Allow reader response extension • Encourage higher order writing skills • Provide higher level enriched text 	
<ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Guided reading groups to reinforce skills 	

- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating